

APPROVED
28-1996

Rockville, Maryland
July 9, 1996

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, July 9, 1996, at 10:15 a.m.

ROLL CALL Present: Ms. Ana Sol Gutiérrez, President
in the Chair
Mr. Stephen Abrams
Dr. Alan Cheung
Mr. Blair G. Ewing
Mrs. Beatrice B. Gordon
Mrs. Nancy King
Ms. Rachel Prager

Absent: Mr. Reginald Felton

Others Present: Dr. Paul L. Vance, Superintendent
Mrs. Katheryn W. Gemberling, Deputy
Mr. Larry A. Bowers, Acting Deputy

indicates student vote does not count. Four votes needed for adoption.

Re: **ANNOUNCEMENT**

Ms. Gutiérrez announced that Mr. Felton was out of town, and Mr. Abrams would rejoin the meeting in progress.

RESOLUTION NO. 471-96 Re: **APPROVAL OF AGENDA**

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

Resolved, That the Board of Education approve the agenda for July 9, 1996.

Re: **PRESENTATION OF CHECK BY MCI**

Dr. Vance invited the following people to the table: Dr. Mary Helen Smith, acting associate superintendent, Office of Instruction and Program Development; Dr. Raymond W. Bryant, director, Department of Special Education Programs and Services; Ms. Marilyn Jacobs, special education teacher, InterACT; Mr. Dan Perkins, management information systems manager of MCI; Mr. Yumhui Choe, business manager of MCI; Mr. Fouad Quakil, communications manager of MCI; and Mr. Michael McDonnell, director, Arlington International Sales & Service Center of MCI.

Dr. Vance recognized MCI's past donation of \$5,000 as well as this additional donation of \$5,000, and their partnership with the interdisciplinary augmentative communications and technology team. MCI's donation demonstrates their commitment to students with significant communication disorders.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Vance reported that the business of opening for another successful school year is well underway. From construction projects to teacher training the preparation for opening day, the race is on to have everything in place by September 3, 1996. He will keep the Board apprised over the summer in statements of readiness. Last week, the summer leadership conference for administrative and supervisory personnel that focused on the use of corporate style management training strategies and primarily used benchmarking in order to address the fourth goal of Success for Every Student in creating a positive work environment in a self-renewing organization. MCPS has received official notification from the Maryland State Department of Education that four schools have been selected for funding by Technology in Maryland Schools Grants. Those schools are Bel Pre, Germantown, Oak View, and Southlake elementary schools. Congratulations on a job well done.

Mrs. Gordon had the opportunity to participate in the Collaboration for Teacher Training which is a partnership for teacher training that includes cooperative efforts to enhance teacher education between schools of education at universities and the K-12 school systems. It was interesting to note that there was discussion on how teachers are trained including school systems who are the beneficiaries of that training. She attended a meeting of Montgomery Success and reported that they are moving forward vigorously.

Ms. Prager brought to the Board's attention that SMOBSAC is underway and principals have appointed liaisons to serve on the advisory committee along with past and present SGA presidents. The students are very excited and looking forward to working with the student board member and would like to be updated on budget issues.

Dr. Cheung reported that last week the Korean/American Education Foundation had their annual award dinner, and they awarded Dr. Vance a plaque for his leadership in education.

Mr. Ewing noted that the Maryland State Board of Education has taken action to approve the proposal made by the Montgomery County Board of Education to allow students who take high school level courses in middle school to receive high school credit. There is considerable discussion about the Interagency Coordinating Board (ICB) and its activities. Principals and business managers from the high school level have met with Mr. Subin. The clusters within MCCPTA share the six concerns that were voiced in a letter from the Wootton Cluster. There is some need for the Board to be aware of these concerns, to

respond to them, and to make certain that the ICB, through the Board's representatives, hears about these concerns and deals with them appropriately. There is a need for the Board to continue to discuss these matters. The Board also heard from the president of MCAASP indicating that they have serious concerns about the direction ICB is going.

Ms. Gutiérrez commented on her trip to Korea as a guest of the Korean government and the Department of Education. There has been a program since 1982 to invite educational leaders where there is a large representation of Korean students within the district. The trip was valuable and the purpose is to understand the needs of Korean students so that they can be supportive in the school systems in such things as language, culture, history, and economics. There is a conference committee on the Immigration Reform Bill, and there is a damaging amendment that would allow states to deny access to public education for undocumented children. She invited citizens to monitor this situation because it would have a devastating impact on MCPS by increasing costs for monitoring for undocumented children as well as students on the streets rather than in schools.

Re: QIE AND TRANSFER POLICIES

Dr. Vance invited the following people to the table: Maree Sneed, Esquire; Judith Bresler, Esquire; and Dr. Pam Splaine, coordinator of Policy and Records Unit. In scheduling this item, the Board asked for review among other matters (1) the value and use of the ethnic and racial categories used in these policies; (2) strategies beyond the transfer policy for incentives and positive inducements to achieve integrated schools and improve the level of integration; and (3) options for achieving improved integration within MCPS schools. In 1991, the Board revised the transfer policy to provide for more flexibility and increasing diversity in MCPS. This policy is reviewed annually to ensure that the needs of MCPS are met. In 1993, the Board reviewed and significantly revised the QIE policy, and that policy takes a broader and more flexible view of diversity in light of the changing demographics in MCPS. The revised policy specifically recognizes the educational benefits of diversity of all students, and takes a new approach for providing equitable resources with the use of the concept of educational load. The discussion will determine if there is a need to implement any new strategies regarding student assignment or to make any modifications to those policies in place at this time.

Ms. Sneed started with the legal standards as presented in the white paper concerning unitary status. The first standard is the constitutional standard. In taking race into account, the strict scrutiny analysis is utilized and is two-pronged: (1) there must be a prevailing governmental interest for overcoming past discrimination and promoting the educational benefits of diversity; and (2) there must be narrowly tailored policies. Narrowly tailored policies must be reviewed regularly, alternatives must be evaluated, and race is only one of the factors and not the dominating factor. Both the QIE and Transfer policies meet these standards.

Ms. Bresler pointed out that the QIE and Transfer policies have been upheld in all appeals made to and heard by the Maryland State Department of Education.

Ms. Sneed outlined the student assignment strategies employed by school systems that include site selection, attendance boundaries, pairing and clustering, single grade centers, capping enrollment, majority to minority transfers, program options, and controlled or managed choice.

Mr. Ewing commented that the issues raised in the resolution and provided to the Board by the white paper are important. The fact is that MCPS does not have problem-free policies to cope satisfactorily with diversity. The Board needs to think about issues of the value and use of the ethnic and racial categories that are part of the policy. When the federal government decided that it ought to introduce race as a factor in decision-making about federal benefits, it issued a regulation which spelled out the four major categories that were inventions of the bureaucracy. If those categories made sense then, the question before the Board is how much sense do they make today as categories? There still is a need to follow policies aimed at improving integration in MCPS schools because MCPS has a larger than ever proportion of groups referred to as racial and ethnic minorities. There are practical difficulties in making decisions based on race when children are unable to fit within a category. At the same time that diversity in schools is increasing, the need to avoid isolation of groups is increasing. The dilemma is not what it was twenty years ago when the portion of minority groups was 12 percent. The opportunities for isolation, or segregation not imposed by the school system, is greatly increased. The use of the categories is becoming increasingly questionable for a basis on which to make decisions that have creditably with the general public. This issue has to be dealt with, not because the school system is in trouble, but because the categories are perceived as inflexible, unreasonable, and out of touch with reality as to what is going on in the population.

Mr. Ewing pointed out that the Board must focus on options for achieving improved integration within schools. Particularly in secondary schools, there is self-segregation where students group themselves together by racial and ethnic groups. The question is how much can the school system advocate and promote interracial and interethnic group opportunities, collaboration, and cooperation. If the school system exists in part to prepare students for life in a diverse and democratic society where all groups are recognized as equal under the law, then the school system must teach, advocate, and promote that concept. Therefore, there must active programs within schools aimed at integration as well as systemwide programs.

Dr. Cheung noted that society is changing and concepts and practices of the past are difficult to apply to the 21st century. Race has been an important issue in terms of equity and equal access to opportunities for education and employment. Since race has historically been a barrier, laws and regulations have been passed to assure the rights of

citizens. All parents are concerned that their children have the best education, and it is a primary concern no matter what ethnic or racial group. The diversity and equity issues are more and more socioeconomic -- the haves and the have nots. He is concerned that certain geographic areas are perceived to have more resources and supports than other schools. The issues to him are equity, socioeconomic, and providing the best education under the current laws. The Board needs to continue to dialogue with the community.

Mrs. Gordon thought it is important to continue to work on this issue as the county changes, and it is important to keep in mind the strides that have been made. It is important for this Board to focus on this issue, and it is important for the students. She hoped that the Board would keep in mind the richness in Montgomery County, and how much benefit the students receive when they interact with students who are like them but are also different from them. The Board needs to look at the other issues raised in the resolution such as improving integration within schools and strategies need to be developed for interaction of students.

* Dr. Vance temporarily left the meeting at this point.

Ms. Prager stated that the diversity issue lies with the interaction between groups within the school or self-segregation. There needs to be a focus on how groups work with one another in a social setting. She asked about race neutral alternatives and whether or not MCPS employs this concept. Ms. Sneed replied that some school districts assure that the pools from which they select are diverse and a random selection will be diverse. Another race neutral method which MCPS does, is to geographically place programs within isolated communities, and those programs have specific admission criteria..

Ms. Prager asked about transfers and athletic eligibility. She hoped that students who transfer for academic reasons would be allowed to participate in sports, and the policy be worded to prevent athletic recruitment. Ms. Bresler stated that athletic eligibility is Board policy, and any change would require Board action.

Mrs. King commented that in listening to boundary discussions, the biggest concern in all the communities is making sure they have the right racial balance. The school system must work with the communities to assure that Board policy is understood.

Ms. Gutiérrez thought the Board is unique in its focus on this issue, and the concern to make sure that policies and programs are reflective of the higher principles in quality integrated education. These principles need to be well understood in the community especially when boundary decisions are made because the essence of the basic QIE policy gets lost in that process. Her concern was when categories are treated in a simplistic manner. The Board needs broader language and use terminology to capture the important differences that need to be made. The school system cannot abandon the need to look at differences. As the nation becomes more diverse, diversity becomes open

ended and includes, not only race and ethnicity, but gender and special needs. Diversity and educational benefit to all students are two basic principles that must be kept in the forefront of discussions as the school system goes forth into the community to consider boundary changes and articulate the fundamentals of Board policy. To be educationally successful, the school system must address the needs of all students through a holistic understanding of the child through their background, language, and educational readiness. Those principles are embedded in the policy but must be more widely promulgated.

Ms. Gutiérrez commented on options for achieving the implementation of these principles through MCPS. It is useful to have a list of options, but there are many more that could be considered and have a high potential. Recently, she learned of a New York City model in a very diverse area that has three programs -- science and technology, legal studies, and foreign language. All students in the high school are encouraged to enroll in these very different programs, and 100 students are accepted from outside the attendance area. They screen for some of the programs such as testing or other admission criteria. She hoped that MCPS could look at strong options in programmatic alternatives and get more information from schools that are pushing the envelope of creativity.

Ms. Gutiérrez asked about diversity and staffing of schools because it is an important factor in supporting a diverse environment for students. Ms. Sneed replied that strict scrutiny would apply in taking race into account for the educational benefit of all students. The second test is to narrowly tailor policy emphasizing that race should not be the overriding factor. Ms. Sneed pointed out that Success for Every Student is very important as an implementation plan and monitoring tool.

Re: CHALLENGE GRANT UPDATE

Mrs. Gemberling invited the following people to the table: Dr. Steven Seleznow, director of School Administration, Dr. Richard Towers, principal of Albert Einstein High School; Mr. Mark Kelsch, principal of Sligo Middle School; Dr. Jevoner Adams, principal of Glen Haven Elementary School; and Ms. Rosie Ramirez, principal of Highland Elementary School. Seated in the audience were members of the various school improvement teams from 14 different schools. In the white paper, there were lessons learned, data and information showing improvement, and various initiatives and activities that have been put in place as a result of Challenge Grants.

Dr. Seleznow stated that school reform and school success cannot happen in isolation from the community. Staff and parents are partners in the Challenge Grant. There are people who have been very active in developing community support. They are: Mrs. Barbara Contrera, Challenge Grant facilitator; Ms. Maria Malagon, director of ESOL/Bilingual Programs; and Ms. Ana Downs and Ms. Leonor Guillen, parent outreach specialists. The Challenge Grant program has been focused on schools with high ESOL

and high mobility. The state determines funding on an annual basis, and each school must present a plan to the state for approval. The state looks at several specific areas based on the Maryland School Performance Program (MSPP). Both the Wheaton and Einstein clusters have been very successful in receiving funding for their programs.

Dr. Towers was pleased and excited about the progress that Einstein has made toward their goals with the help of the Challenge Grant this year. Einstein has increased the attendance rate by two full points. The total mean scores for the SATs have increased substantially as well as applications and acceptances to colleges has also increased. Disciplinary suspension of students has been cut in half, and loss of credit for 9th grade boys has been decreased significantly. The Challenge Grant is made up of a number of resources and strategies plus the hard work of staff and parents have made the gains possible. The school improvement plan was the basis for the Challenge Grant proposal and included tutoring before and after school, practicing SATs and preparation courses, notifying parents every time a student cut a class, rewarding and recognizing good attendance, and incorporating more technology into the instructional process. The plan targeted specific groups within the school as well as targeting the school as a whole. There was a study skills instruction component provided after school for a group of ESOL students. It provided motivation and parenting seminars on Saturday mornings for the parents, and the support to the students and families as a whole. It provided a better feeling for the schools, and a greater importance the parents placed on their children completing school work, attendance, and motivation to learn. All of this translated into better behavior, better attendance, better grades, and better attitudes.

Mr. Kelsch shared the activities implemented at Sligo Middle School. The focus was to increase MSPP, CRT and functional math scores and to incorporate the initiative Success for Every Student. There have been 18 initiatives implemented this year, including (1) school reading program with 40% of materials bilingual; (2) Bilingual Homework Club; (3) Multicultural Club; (4) Computer Loan Program; (5) recruiting flyers for Computer Club; (6) math classes for parents; (7) staff sent to conferences to research technology options for ESOL students; and (8) computer software designed for bilingual students. The funding from the Challenge Grant enabled the Homework Club to hire community members and add a tutoring program. The grant also provided for after school activity bus support. A program coordinator recruited twenty-two college volunteers, one university intern, and one paid staff to work with students in tutoring programs after school. Another program is a computer loan program. Using grant funds, thirty used computers were purchased. Those computers are compatible with the computers in the school as well as Global Access technology. A parent can request a computer, and then the family is trained prior to receiving the computer.

Dr. Adams appreciated the opportunity to update the Board on the Challenge Grant. The school improvement plan sets the goals in reading and mathematics, and the Challenge Grant resources have provided staff with the support needed to motivate, diagnose and

prescribe, to mediate, and to accelerate learning. Funds were used for staff training, planning time, evening instructional programs such as family math and reading, and after school tutoring. To support daily instruction with an emphasis on ESOL program improvement, the school staff purchased much needed technological support -- seventeen MACS and the skill building software.

Ms. Ramirez expressed Highland's gratitude for the resources the Challenge Grant provided to improve student performance. The school improvement plan reports goals and objectives based on Success for Every Student. The Challenge Grant provides the resources necessary to support the goals; resources are essential to the accomplishment of goals. In one program with grants funds, a variety of hands-on materials -- books and computers -- were purchased to support early intervention reading program, initiatives in integrating the curriculum, and ESOL instruction. Because of the school's population, it is critical to provide instruction that enables children to make connections to the real world. The ESOL students learn to speak and understand English while learning to read and write the language. The Challenge Grant helps initiate programs that provide a language rich environment for all students, but especially for ESOL students. It equips them with the appropriate skills, strategies, and learning opportunities to become literate and productive students. The Challenge Grant is an experience that requires staff to work together with parents and community in identifying areas of improvement and developing strategies for improvement.

Dr. Cheung shared the excitement from the presentation. The Challenge Grant's focus is for ESOL students, and he hoped that what the school system learns from improving the achievement of the ESOL students will spill over to all students. The evidence and data presented was important especially to illustrate the rate of change and comparison with other schools.

Mrs. King thought the excitement of the Challenge Grant was contagious. She visited the Wheaton Cluster and was impressed that the Wheaton community has done very well in the last couple of years.

Mr. Ewing thought the Challenge Grants have pointed out an important consideration. Even though money is not the answer to all of the concerns of effectiveness of programs in meeting children's needs, additional money makes a very substantial difference. As the school system continues to pursue the objectives with such success, that quantification, trends, and comparisons will show that there is a direct consequence in terms of performance as the result of the investment made. That will be persuasive to future Boards of Education and County Councils. That needs to be completed and publicized so that the public at large understands what the results are when investing in children. It is also important to be able to distill from the programs those that are most effective. If money is limited, then the school system needs to pick those programs that are working

best and have the most impact on students and find ways to continue them or expand on them. He congratulated the administrators on their successes as it is very impressive.

Ms. Gutiérrez was delighted to hear the level of innovation and creativity. The school system is getting better as it learns from experience and folding it into new programs. The idea of sharing the best practices is something the system needs to encourage and support. Already there are valuable lessons learned that could be applied and institutionalized with set standards. She encouraged school administrators to drop programs that do not work. The role of the State Department of Education is important because in Montgomery County work is being done with multilingual students, but that is not fully understood at the state level. She suggested that the minutes of this meeting on the Challenge Grant program or the video be sent to the Maryland State Board of Education. It is clear to her that what is being done in Montgomery County is unique and valuable for others to know. It is important for MCPS to find a more continuous dialogue with the state as they implement and allocate funds. The impact of a large ESOL population is not easily reflected in performance measures that are set statewide. The data proves the focus and success of the Challenge Grant programs. She would like data to be more current since it establishes a trend. There should also be a mechanism for more analysis of the programs to determine what is working and what is not. She asked how the school system used the data to drive decisions? Dr. Seleznow replied that the data will be updated in the fall when the test results are available and will be analyzed to determine what programs are effective.

Dr. Cheung thought it was more than just updating the data. The question of what the school system is measuring needs to be addressed. Also, the data should be displayed in a more visual method for ease of understanding. The objectives need to be defined with data to support those objectives.

RESOLUTION NO. 472-96

Re: **Final Action to Adopt Revised Policy BLC,
*Procedures for Review and Resolution of Special
Education Disputes***

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

WHEREAS, The Board of Education has adopted and amended Policy BLC to promote informal resolution of special education disputes and provide due process hearings in special education matters, consistent with federal and state requirements; and

WHEREAS, Section 8-415 of the *Education Article of the Annotated Code of Maryland*, that provides for reviews of educational placements of students with disabilities, has been repealed and reenacted with amendments to eliminate the initial local level tier of review, effective July 1, 1996; and

WHEREAS, The statute also provides for a system of mediation of disputes concerning the educational placement of students with disabilities before or during hearings; and

WHEREAS, The local level due process procedures described in Policy BLC are no longer in effect with the new fiscal year; and the local mediation procedures are redundant; and

WHEREAS, Policy BLC provides an effective local option for review and resolution of special education complaints in the administrative review process; and

WHEREAS, On June 24, 1996, the Board of Education tentatively adopted a revised draft Policy BLC, *Procedures for Review and Resolution of Special Education Disputes*, with revisions; now therefore be it

Resolved, That the Board of Education take final action to adopt revised Policy BLC, *Procedures for Review and Resolution of Special Education Disputes*, as shown below.

Procedures for Review and Resolution of Special Education Disputes

A. PURPOSE

To establish and recognize review and resolution options that permit cooperative problem solving of disputes regarding identification, evaluation, or educational placement of students with disabilities or the provision of a free appropriate public education

B. ISSUE

Students with disabilities and their parent(s)/guardian(s) must be guaranteed procedural safeguards with respect to their right to free appropriate public education and should have available less formal options for resolution of disputes.

C. POSITION

1. Statement of Philosophy

It is the intent of the Board of Education to resolve all disputes related to special education in as efficient and cooperative a manner as possible. MCPS has established an administrative review process that may be used and encourages the use of mediation processes authorized by state law.

The parent/guardian/eligible student (a student 18 years of age or older) may elect not to use an administrative review and may request mediation and/or a due process hearing in accordance with state law.

2. Applicable Laws, Rules, and Regulations

Where applicable, these procedures should be read in conjunction with state and federal laws, rules, and regulations that include the following:

- a) *The Annotated Code of Maryland, Education Article, Section 8-415*
- b) Maryland State Board of Education bylaws:
 - (1) Bylaw 13A.05.01 deals specifically with Programs for Students with Disabilities
 - (2) Bylaw 13A.05.01.14 deals specifically with Due Process Hearing Procedures
- c) The Individuals with Disabilities Education Act (IDEA) 20 U.S.C. §1400 *et seq.*, and Rules and Regulations Implementing IDEA

3. Conflicts

In cases of conflicts between these procedures and applicable state or federal laws, rules, or regulations, the state or federal laws, rules, or regulations shall govern.

4. Administrative Review and Resolution

The parent/guardian/eligible student may select, as an alternative to mediation/due process hearing procedures, an administrative review.

The process for administrative review involves reviewing all available records on the student and obtaining information required for clarification so that a decision that attempts to resolve the dispute in a way that is satisfactory to both parties can be offered.

(1) When Available

An administrative review is available whenever a parent/guardian/eligible student is dissatisfied with a decision, or lack thereof, regarding identification, evaluation, or

educational placement of a student or the provision of a free appropriate public education and has not filed a request for mediation and/or a due process hearing

(2) Procedure

To initiate the administrative review, MCPS Form 336-43A, *Request for Administrative Review and Resolution*, must be completed by the parent/guardian. The form is then filed with the Department of Special Education.

A committee of no less than two (2) MCPS professional staff members, at least one of whom is certificated in special education, who have had no direct involvement in the decision, will obtain relevant records and consider any information submitted by the parent/guardian/eligible student with the form or gained from other sources. The administrative review should be completed within twenty (20) calendar days of filing. However, at any time during the process, or at the completion of the process, a party may request mediation and/or a due process hearing. If mediation and/or a due process hearing is requested, the administrative review will terminate.

When a review is completed, a representative of the Department of Special Education will inform the parties in writing of the suggested resolution. If all parties concur, the resolution shall be committed to writing and signed.

5. Mediation/Due Process Hearing Procedures

The Board of Education encourages the use of state provided mediation as an alternative to resolution of disputes prior to or current with a due process hearing. Mediation attempts to bring about a resolution of the dispute by the parties through the intervention of a neutral third party. Mediation is made available through the State Office of Administrative Hearings and is conducted by an impartial administrative law judge.

The Board of Education also recognizes the availability of due process hearings through the State Office of Administrative Hearings.

A parent or MCPS may initiate mediation/due process hearings concerning free appropriate public education by making a written request to the MCPS Department of Special Education. If an oral request is received, MCPS will

provide the individual with a request form and assist the individual in completing the form, as appropriate.

D. DESIRED OUTCOME

Montgomery County Public Schools desires to seek early resolution of disputes in as informal and cooperative manner as possible.

E. IMPLEMENTATION STRATEGIES

1. The superintendent will publicize the options for review and resolution of disputes regarding identification, evaluation, or educational placement of children or the provision of a free appropriate public education as well as the procedures for applying for mediation/due process hearings.
2. The superintendent will develop regulations and other procedures as necessary to implement this policy.
3. The superintendent will establish a data collection process to determine the effectiveness of the implementation of these procedures.

F. REVIEW AND REPORTING

1. The superintendent shall bring to the Board all matters related to this policy that involve issues of great importance.
2. The level of authority of the superintendent to settle claims related to special education without specific approval of the Board of Education shall be set by resolution adopted by the Board of Education. Settlement of fees and costs that exceed the level adopted by the Board of Education shall be evaluated by legal counsel and reported to the Board of Education.
3. This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

The Board of Education had lunch and was in closed session from 12:40 to 2:45 p.m.

Dr. Vance and Mr. Abrams rejoined the meeting at this time.

Re: **PUBLIC COMMENTS**

The following people appeared before the Board of Education:

1. Bridget McLeman
2. Debbie Camp
3. Bob Timney

RESOLUTION NO. 473-96 Re: **PROCUREMENT CONTRACTS MORE THAN
\$25,000**

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

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

93-09 Occupational Therapy and Physical Therapy Services for
Students with Disabilities - Extension

Awardees

Care Rehab, Inc.	*
Developmental and Technology Worldwide	*
Tri-Rehab of Germantown	*
Total	\$ 869,320

102-94 Shade and Upholstery Material and Related Materials -
Extension

Awardees

C. R. Daniels, Inc.	\$ 6,872
John Duer and Sons, Inc.	11,278
Dymalon, Inc.	361
Frankel Associates, Inc.	16,120 *
Mileham and King, Inc.	35,148
Rocky Mount Cord Company, Inc.	2,310
Stimpson Company, Inc.	853
Tedco Industries, Inc.	<u>15,750</u>
Total	\$ 88,692

109-94 Diplomas, Certificates and Certificates of Merit - Extension

Awardee

Josten's Inc.	\$ 29,000
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136-95 Wiping/Polishing Cloths - Extension

Awardees

Calico Industries	\$ 30,024
National Supply Company	<u>9,409</u> *
Total	\$ 39,433

7-96 Custodial Equipment Repair - Extension

Awardees

ARC American/National Supply	
Baer/Acme Paper and Supply	
District Repair, Inc.	
Total	\$ 57,752

30-96 Propane - Extension

Awardee

Suburban Propane, L. P. \$ 69,000

107-96 HVAC/Refrigeration Equipment and Parts

Awardees

Aireco Supply, Inc.	\$ 57,666
Barber Colman Pritchette, Inc.	25,000
Boland Services Part Center	24,000
Capital Compressor, Inc.	10,500
Capp, Inc.	13,666
Chesapeake Systems	33,500
The Cooling Tower Store	5,000
Industrial Controls	733
Pameco Corporation	50,602
Parco	19,000
R. E. Michel Company, Inc.	353
Refrigeration Supply Company, Inc.	500 *
Smart Supply Company	83
H. M. Sweeney Company	22,500
T Stats Supply of Rockville, Inc.	1,140
United Refrigeration, Inc.	<u>38,500</u>
Total	\$ 302,743

111-96 Lawn Service Equipment, Mowers and Tractors

Awardees

Gaithersburg Ford Tractor Company	\$ 37,800
Gaithersburg Rental Center	24,948
H. B. Duvall	22,350
Kohler Equipment, Inc.	27,720
Lawn and Power Equipment	28,300
D. W. Ogg Equipment Company	<u>3,242</u>
Total	\$ 144,360

112-96 Industrial and Technology Education Automotive Supplies

Awardees

Associated Truck Parts	\$ 21,581	
General Truck and Bus Parts, Inc.	14,054	*
Graves-Humphreys Company	2,245	
K. Layne, Inc.	923	*
Montgomery County Auto Parts	10,951	
Myco Service and Supply	1,210	
Satco Supply	5,657	
School Bus Parts Company	<u>211</u>	
Total	\$ 56,832	

116-96 Maintenance Lumber and Related Materials

Awardees

American Door Company	\$ 11,900	
Baltimore Door and Frame Company, Inc.	70	
Leland L. Fisher, Inc.	55,614	
Mizell Lumber and Hardware	46,160	*
Roberts Company of DC	699	
Standard Supplies, Inc.	<u>407</u>	*
Total	\$ 114,850	

48-97 Frozen Foods, Fish and Eggs

Awardees

Alliant Foodservice, Inc.	\$ 18,120	
Briggs Ice Cream Company	12,500	
Carroll County Foods, Inc.	14,590	
Dori Foods, Inc.	9,876	
Feeser's, Inc.	437	
J. P. Foodservice, Inc.	6,032	
Shane Meat Company	2,001	
Smelkinson/Sysco	<u>162,987</u>	
Total	\$ 226,543	

49-97 Processed Meats

Awardees

Alliant Foodservice, Inc.	\$ 10,080
Carroll County Foods, Inc.	13,411
Continental Foods	6,125
Smelkinson/Sysco	<u>16,594</u>
Total	\$ 46,210

MORE THAN \$25,000 \$2,044,735

* Denotes MFD vendors

RESOLUTION NO. 474-96 Re: **AWARD OF CONTRACT - SHERWOOD ELEMENTARY SCHOOL REROOFING**

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

WHEREAS, The following sealed bid was received on June 21, 1996, for the reroofing of Sherwood Elementary School, which will begin immediately and be completed by September 1, 1996:

<u>Bidder</u>	<u>Amount</u>
J. E. Wood & Sons Co., Inc.	\$285,300

and

WHEREAS, J. E. Wood & Sons Co., Inc., has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, Although only one bid was received, it is below the staff estimate of \$295,000; and

WHEREAS, The State Interagency Committee for Public School Construction will fund 50 percent of the eligible work for the reroofing of Sherwood Elementary School as part of the state systemic renovation program; now therefore be it

Resolved, That a contract for \$285,300 be awarded to J. E. Wood & Sons Co., Inc., for the reroofing of Sherwood Elementary School, in accordance with plans and specifications prepared by the Department of Facilities Management; and be it further

Resolved, That the contract be forwarded to the State Interagency Committee for Public School Construction for approval to reimburse Montgomery County Public Schools for the state eligible portion of the reroofing of Sherwood Elementary School.

RESOLUTION NO. 475-96 Re: **AWARD OF CONTRACT FOR MAINTENANCE PROJECT AT TILDEN MIDDLE SCHOOL**

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

WHEREAS, Sealed bids were received from the following companies on June 28, 1996, to replace the ventilated locker units and locker room pedestal benches at Tilden Middle School, in accordance with MCPS procurement practices, with work to begin on July 10, 1996, and to be completed by August 15, 1996:

<u>Bidder</u>	<u>Amount</u>
1. Glover Equipment, Inc.	\$ 33,984
2. Steel Products, Inc.	38,880
3. Peters Group	39,332
4. Chutes International	47,675

and

WHEREAS, The low bid is below the staff estimates of \$35,000 and Glover Equipment, Inc. has completed similar projects successfully for Montgomery County Public Schools; now therefore be it

Resolved, That a contract for \$33,984 be awarded to Glover Equipment, Inc. to replace the ventilated locker units and locker room pedestal benches at Tilden Middle School.

RESOLUTION NO. 476-96 Re: **REDUCTION OF RETAINAGE - FLOWER VALLEY ELEMENTARY SCHOOL**

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

WHEREAS, Henley Construction Co., Inc., general contractor for Flower Valley Elementary School, has completed 90 percent of all specified requirements, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, Hartford Accident and Indemnity Company, has consented to this reduction; and

WHEREAS, The project architects, Wiencek & Zavos, recommend approval of the reduction; now therefore be it

Resolved, That the 10 percent retainage withheld from periodic payments to Henley Construction Co., Inc., general contractor for Flower Valley Elementary School, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal acceptance of the completed project.

RESOLUTION NO. 477-96 Re: **ENERGY MANAGEMENT SYSTEM INSTALLATIONS
AT RITCHIE PARK AND WYNGATE ELEMENTARY
SCHOOLS**

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

WHEREAS, Bids were received on June 5, 1996, for energy management system installations at Ritchie Park and Wyngate elementary schools; and

WHEREAS, The low bids are below staff estimates of \$90,000 and \$110,000, respectively, and the recommended contractor has completed similar projects satisfactorily 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:

<u>School</u>	<u>Project</u>	
Ritchie Park Elementary School	Contractor:	Henley Construction Co.
	Subcontractor:	Barber-Colman Pritchett
	Contract Amount:	\$87,420
Wyngate Elementary School	Contractor:	McAlister-Schwartz Co.
	Subcontractor:	Barber-Colman Pritchett
	Contract Amount:	\$106,196

RESOLUTION NO. 478-96 Re: **GRANT OF DEED AT RACHEL CARSON
ELEMENTARY SCHOOL**

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

WHEREAS, The Maryland State Highway Administration is planning to widen and improve Darnestown Road (MD 28) along the frontage of Rachel Carson Elementary School, located at 100 Tschiffely Square Road in Gaithersburg; and

WHEREAS, Final design and construction of the road improvement requires a fee simple conveyance of 0.666 acre and temporary grading easement of 0.323 acre; and

WHEREAS, All construction, restoration, and future maintenance will be at no cost to the Board of Education, with the Maryland State Highway Administration and its contractors assuming liability for all damages or injury; and

WHEREAS, The land conveyance will benefit the surrounding community and Rachel Carson Elementary 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 a deed to the Maryland State Highway Administration conveying 0.666 acre in fee simple and a temporary grading easement of 0.323 acre for improvement to Darnestown Road (MD 28).

RESOLUTION NO. 479-96 Re: **UTILIZATION OF FY 1996 FUTURE SUPPORTED PROJECT FUNDS FOR THE CHALLENGE GRANT SUMMER SCHOOL PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects, a grant award of \$100,000 from the Maryland State Department of Education, under the State Challenge Grant Schools Program for summer school activities in the Wheaton and Albert Einstein clusters, in the following categories:

<u>Category</u>		<u>Amount</u>
2 Instructional Salaries	\$	62,568
3 Other Instructional Costs		<u>37,432</u>
Total	\$	<u>100,000</u>

and be it further

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

RESOLUTION NO. 480-96

Re: **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE MAYDALE NATURE CENTER PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects, a grant award of \$4,000 from the Maryland State Department of Education, under the bylaw of the Annotated Code of Maryland concerning environmental education, for the Maydale Nature Center Program, in the following categories:

	<u>Category</u>		<u>Amount</u>
2	Instructional Salaries	\$	3,074
3	Other Instructional Costs		680
10	Fixed Charges		<u>246</u>
	Total	\$	<u>4,000</u>

and be it further

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

RESOLUTION NO. 481-96

Re: **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR SYSTEMS REFORM INITIATIVE LIAISON SERVICES**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects a grant award of \$74,392 from the U.S. Department of Education via the Maryland Office of Children, Youth and Families and the Montgomery County Department of Health and Human Services for Systems Reform Initiative liaison services in the following categories:

	<u>Category</u>	<u>Positions</u>	*	<u>Amount</u>
4	Special Education	1.0		\$54,301
10	Fixed Charges	—		<u>20,091</u>
	Total	<u>1.0</u>		<u>\$74,392</u>

* 1.0 SRI Liaison Specialist, Grade B-D (12-month)

and be it further

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

RESOLUTION NO. 482-96 Re: **RECOMMENDATION TO SUBMIT AN FY 1997 GRANT PROPOSAL TO THE U. S. DEPARTMENT OF EDUCATION FOR THE CHALLENGE GRANTS FOR TECHNOLOGY IN EDUCATION PROGRAM**

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

Resolved, That the superintendent of schools be authorized to submit an FY 1997 grant proposal for the first year in the amount of \$1,126,674 (this is the initial year of a five-year request of \$5,328,364) to the U. S. Department of Education for the Challenge Grants for Technology in Education Program to support the development and dissemination of effective technology-facilitated training models to further the use of technology in classrooms, media centers, and other centers of learning; and be it further

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

RESOLUTION NO. 483-96 Re: **TUITION FOR OUT-OF-COUNTY PUPILS FOR FY 1997**

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

WHEREAS, Resolution 364-77 established the basis for nonresident tuition charges and provides that the per pupil cost shall be based on the current year's estimated cost including debt service; and

WHEREAS, The basis for the calculation of cost per pupil for tuition purposes in FY 1997 is as follows:

	<u>Kindergarten</u>	<u>Grades 1-6 Elementary</u>	<u>Middle/ Senior</u>	<u>Special</u>
Estimated Number of Pupils	9,425	49,523	57,054	5,721
<u>Cost</u>				
Operating Budget	\$32,423,379	\$309,885,733	\$392,892,202	\$83,686,674
Capital Budget:				
Current Receipts	340,526	3,254,945	3,749,926	376,018
Debt Service	<u>2,532,834</u>	<u>24,210,296</u>	<u>27,891,975</u>	<u>2,796,825</u>
Total Cost	\$35,296,739	\$337,350,974	424,534,103	\$86,859,517

<u>Cost Per Pupil</u>				
Operating Budget	\$3,129	\$6,257	\$6,886	\$14,628
Capital Budget:				
Current Receipts	33	66	66	66
Debt Service	<u>244</u>	<u>489</u>	<u>489</u>	<u>489</u>
Total Cost	\$3,406	\$6,812	\$7,441	\$15,183

Re: Full Day Kindergarten:	
Operating Budget	\$6,257
Capital Budget:	
Current Receipts	66
Debt Service	<u>489</u>
Total Cost	\$6,812

now therefore be it

Resolved, That the tuition rates for out-of-county pupils for the 1996-1997 year shall be:

Kindergarten	
Half Day	\$3,406
Full Day	6,812
Elementary	6,812
Secondary	7,441
Special Education	\$15,183

Note: In FY 1997, the total projected amount of current receipts funding for the capital budget is \$7,783,000 and the total projected debt service to be paid by the county is \$57,890,000. These amounts are included in the calculation for out-of-county tuition.

RESOLUTION NO. 484-96 Re: **Appointment of Montgomery County Public Schools Employees' Retirement and Pension System Investment Trustees**

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

WHEREAS, The Board of Education by Resolution 344-95 authorized the establishment of a trust to be used for the purpose of funding Montgomery County Public Schools Employees' Retirement and Pension System benefits; and

WHEREAS, The trustees will be a committee composed of the deputy superintendent for planning, technology and supportive services; the chief financial officer; the director of management, budget and planning; and the director of insurance and retirement; and up to, but no more than, three additional members to be appointed by the Board of Education; and

WHEREAS, The superintendent of schools has solicited nominations from representatives of employees, retirees, parents, and the business community to identify three individuals to serve as appointed trustees; and

WHEREAS, Staff has evaluated said nominations and conducted interviews of finalists; now therefore be it

Resolved, That Mr. Theodore W. Urban be appointed as trustee for a nominal one-year term ending June 30, 1997; and be it further

Resolved, That Mrs. Terri A. Gage be appointed as trustee for a nominal two-year term ending June 30, 1998; and be it further

Resolved, That Ms. LaVerne G. Kimball be appointed as trustee for a nominal three-year term ending June 30, 1999.

RESOLUTION NO. 485-96 Re: **POLICY EEA, PUPIL TRANSPORTATION**

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

WHEREAS, The Board of Education took action on June 11, 1996, during the adoption of the budget, to extend the walking distance for high school students to 2.0 miles; and

WHEREAS, Existing Policy EEA, *Pupil Transportation*, stipulates that the walking distance for transportation eligibility for high schools is 1.75 miles; and

WHEREAS, This creates a conflict between the budget action and the policy; and

WHEREAS, Policy EEA is currently under complete review for submission to the Board of Education this fall; now therefore be it

Resolved, That the Board of Education, through this resolution, amend Policy EEA to conform with the budget action taken on June 11, 1996, by extending the walking distance for high school students to 2.0 miles; and therefore be it further

Resolved, That this change be reflected in the draft Policy EEA when it is brought to the Board of Education for full discussion once its review is complete.

RESOLUTION NO. 486-96 Re: **PRESENTATION OF PRELIMINARY PLANS -
TAKOMA PARK MIDDLE SCHOOL**

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

WHEREAS, The architect for the modernization of Takoma Park Middle School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Takoma Park Middle School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the modernization of Takoma Park Middle School developed by Grimm & Parker, Architects.

RESOLUTION NO. 487-96 Re: **ORGANIZATIONAL CHANGES IN THE OFFICE OF
THE SUPERINTENDENT OF SCHOOLS**

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

WHEREAS, The Office of the Superintendent of Schools currently includes two deputy superintendents with executive management responsibilities for schools, offices, and departments in Montgomery County Public Schools; and

WHEREAS, The ongoing improvement of our school system would be enhanced through a unified approach to the development and implementation of instructional programs and the management of central office services to local schools; and

WHEREAS, There needs to be continued an even stronger emphasis on instructional leadership, locally and centrally, allowing more attention for program development and performance accountability, as the Board of Education establishes effective educational policy; and

WHEREAS, Efficiency and effectiveness can be further improved within the administration of Montgomery County Public Schools through an organizational change in the Office of the Superintendent of Schools that creates a more focused approach to both instructional and administrative functions; and

WHEREAS, During this time of continued fiscal constraints, this plan reduces one executive staff level position; now therefore be it

Resolved, That the Board of Education approve the abolishment of the current positions of deputy superintendent for planning, technology and supportive services, and associate superintendent for personnel services; and be it further

Resolved, That the Board of Education approve the creation of the position of associate superintendent for supportive services, effective July 10, 1996, to manage the departments of materials management, facilities management, school support operations, the newly created Department of Personnel Services and the employee assistance program.

RESOLUTION NO. 488-96 Re: **MONTHLY PERSONNEL REPORT**

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

Resolved, That the Board of Education approve the monthly personnel report dated July 9, 1996.

RESOLUTION NO. 489-96 Re: **DEATH OF MR. CHARLES A. SCHELL, SPECIAL EDUCATION BUS ATTENDANT, DIVISION OF TRANSPORTATION**

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

WHEREAS, The death on June 1, 1996, of Mr. Charles A. Schell, a special education bus attendant in the Division of Transportation, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In nearly ten years with Montgomery County Public Schools, Mr. Schell demonstrated exceptional ability as a bus operator and bus attendant; and

WHEREAS, His cheerful and cooperative attitude and his concern for his passengers were a credit to the entire pupil transportation program; now therefore be it

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

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

RESOLUTION NO. 490-96 Re: **PERSONNEL APPOINTMENT**

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mrs. Gordon, the following resolution was adopted Mr. Abrams, Dr. Cheung, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, and Ms. Prager voting in the affirmative; Mr. Ewing voting in the negative:

Resolved, That the following personnel appointment be approved effective July 10, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Steven G. Seleznow	Director of School Administration	Associate Superintendent, Office of School Administration

RESOLUTION NO. 491-96 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 10, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Frank H. Stetson	Chief Educational Administrator, DuVal Community of Schools	Principal, Walter Johnson HS

RESOLUTION NO. 492-96 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 22, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Elizabeth L. Arons	Supervisor, K-12 Hiring, Fairfax	Director, Department of Personnel Services

RESOLUTION NO. 493-96 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 10, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Mary Holly Allison	Principal, Westbrook ES	Principal, Westland MS

RESOLUTION NO. 494-96 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 10, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
James G. Fernandez	Assistant Principal, Julius West MS	Principal, Julius West MS

RESOLUTION NO. 495-96 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 10, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Rosalva Rosas	Assistant Principal, Springbrook HS	Principal, Roberto Clemente MS

RESOLUTION NO. 496-96 Re: **PERSONNEL APPOINTMENT**

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mrs. King, the following resolution was adopted unanimously by members present:

Resolved, That the following personnel appointment be approved effective July 10, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Sandra B. Killen	Acting Assistant Principal, Judith A. Resnick ES	Principal, Luxmanor ES

RESOLUTION NO. 497-96 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective July 10, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Stephen Raucher	Acting Director, Department of School Support Operations	Director, Department of School Support Operations

RESOLUTION NO. 498-96 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Gerard F. Consuegra	Director of Division of Curriculum Coordination and Implementation	Coordinator, Secondary Science

Re: **CONTROLLED CHOICE IN THE NORTHEAST
CONSORTIUM HIGH SCHOOL**

Dr. Vance invited the following people to the table: Mrs. Nancy Powell, coordinator of Controlled Choice Planning Team; Ms. Maree Sneed, attorney with Hogan and Hartson; Dr. Miriam Met, coordinator of Curriculum Coordination and Implementation; Mr. Fred

Lowenbach, principal of Paint Branch High School; and Mr. Joseph Lavorgna, director of the Department of Educational Facilities Planning and Capital Programming. Dr. Vance thanked the members of the team and advisory council for the many hours they devoted to the study. The challenge of overcrowding in four clusters has been met by a controlled choice recommendation two years ago. What the school system has is an opportunity to go beyond the traditional high school boundary model to look at a new paradigm with a creative approach to changing the way students think about school and to expand the way students are involved in their education: (1) engaging students in applying knowledge in real world problems, (2) preparing them for college and the world of work, and (3) taking an active role in choosing an area of interest that motivates them to participate fully in their education. MCPS can create economies of scale by focusing on one theme in one high school, and students select that theme in the school of their choice with quality programs with greater opportunities for students at very reasonable costs. In the northeast area, grouping high school clusters into a consortium and allowing students to select among the signature programs offered in the consortium is an idea that is on the cutting edge of educational improvement. It is new and not so different that it needs a rich and full discussion in the community to identify issues and solutions before a comfort level can be reached and an informed decision made. The report and discussion is significant because it marks the end of the preliminary planning and the beginning of the public education and information stage of this educational approach. Controlled choice cannot succeed without the enthusiastic support of the stakeholders involved in public education in the northeast area of Montgomery County.

Mrs. Powell stated that she came to the assignment of controlled choice with skepticism, but now she is a strong supporter of the concept. Mrs. Powell acknowledged staff and community members who have worked on the preliminary planning for controlled choice.

Mr. Lavorgna illustrated by overhead the northeast high school boundaries with Paint Branch, Springbrook, and Sherwood high schools. Without opening the new high school, the school system would be severely impacted and the high schools would be overcrowded. There is diversity within the cluster and with the opening of a fourth high school it will be a challenge to accommodate all of these populations. The current boundaries indicate that there is a large difference in the communities as the attendance areas are currently drawn.

Mrs. Powell reported that the planning team was charged to prepare a cost-benefit analysis and to compare that with the advantages of controlled choice and boundary change options. The team also decided to look at three options: (1) there would be a boundary change to relieve the overcrowding at Sherwood High School, (2) the other three high schools would be involved with controlled choice, and (3) there would be controlled choice that would include all four schools. In working on the model, the team had to rethink the home school concept. The next step was to look at the signature programs which was a challenge because signature programs mean many things. The team is

strongly recommending the adoption of each campus having a broad theme that encompasses the total school. The team also recommends avoiding the philosophy of signature and non-signature students and signature and non-signature teachers, but that every student on that campus has the benefits of the signature program. The theme and the signature program is more of a liberal arts than explicitly a vocational approach. The school with an arts theme is not a conservatory, but an academic school with a strong arts emphasis; however, some schools will have strands that lead directly to career paths. The point is that the team is looking at signature programs that are inclusive of all students and is fundamentally a liberal arts program.

Dr. Met said the three high schools are presently successful, and the school system must build on that success. When students select a theme in which they are interested, they make an investment which is reflected in more positive attitudes toward school, better attendance, great investment in studies, greater participation, and more parental involvement. Teachers want motivated students who are interested in their schooling. Schools of choice tend to have more satisfied parents.

Mr. Lowenbach handed out a paper entitled, "A Principal's Perspective." He pointed out that parents and students would have a programmatic basis for choice rather than a geographic basis, a state of the facilities basis, or a perceptual view of the student body. Choice would, in fact, be similar to choice that parents and students make in selecting a college or university, a trade school, or a branch of the armed services. Choice would be based on possible career opportunities or based on highly developed programs that would provide students advantages in their college selections. While controlled choice was initially considered as an opportunity to avoid boundary changes, he hoped that it would be considered for additional and more significant reasons such as allowing families to select from among a series of outstanding educational opportunities.

Ms. Sneed commented on the legal perspective. The school system can be sued for intentional discrimination. If there is a violation using circumstantial evidence, the courts would ask whether or not the school system followed its own policies and practices as in the QIE Policy and Long-Range Facilities Policy as well as other policies. The court would look at the Board's minutes, tapes, and any statements the Board had made in public as well as all the documents that had been produced.

Mr. Abrams thanked the staff for the presentation and all the work that has been done. He had some concerns regarding the level of participation because the subscription rates may be different from program to program as well as matching students to space allocations. The one area that he hoped the team would reexamine is that of capacity -- four schools with 7,100 students -- and an easy form of implementation where there would be percentages rather than the entire program. In other words, an overlay of traditional boundaries but then with program built in which is controlled choice. It would provide some stability in terms of the number of assignments of seats within the range. There may

not be those supports to make a highly motivated and vigorous program gain universal acceptance. He wanted to challenge the idea of looking at the total school, either part or in whole, as a participant in signature programs. He was looking for more flexibility as a safety value. The capacity of the fourth school will exceed projections in the early years of the program. Some of the signatures that are being explored are not available at other schools within Montgomery County. There could be an additional cushion of having some spots available for transfers in since it is key that there is a base level of stability in implementing controlled choice. If the experiences within Richard Montgomery High School are a good example, families are now looking to move in because of the program. Motivation on the part of students, teachers, and parents is the key to these programs. The common thread is parents who want the best for their children and will go to great lengths to ensure their children's education. In regard to the concerns of Ms. Sneed, the school system is ahead of the curve with this program and is addressing something that has both a consistency with policies and a strong educational rationale by relying on parental motivation for inclusion rather than exclusion.

Mrs. King's concern was that a student cannot be guaranteed that he/she will be able to go to their local school. At an NSBA conference, the presentation on controlled choice in Boston was favorable and that the school district is down to 4 percent of the students who really do not have a choice. This is the biggest concern in the community because they want to hold on to the community school concept. She asked if the whole school will have an interest in the theme or signature program for that particular school, and how is that program chosen? Mrs. Powell responded that there are five or eight themes that are large enough that they will attract a large number of students. Also, students will be able to take the normal courses. However, in a signature program such as arts, the chemistry teachers may teach health and safety issues regarding art supplies. There will be a level of variation in how much involvement students will have in the theme. The team is also recommending sibling preference and walking students may remain in that school. The team knows that if there is a high percentage of students who do not get their first choice, controlled choice will fail. The last piece of the team's charge is how the actual mechanics of student selection will be done.

Mrs. King asked since Sherwood High School is not excited by this proposal, can it be a successful program without them? Mrs. Powell replied that it can be successful. The signature programs must be carefully planned and meshed with the other schools so that there is within the three choices something that will appeal to all students.

Mrs. Gordon commended the team on their report since it is one of the best she has seen since being on the Board. She was glad to see that the focus had changed from providing seats to providing a quality education. The team looked at how the school system can adapt to the changes that are taking place and provide students and parents with options that will enhance their education. If the Board drew boundaries, she was convinced the communities' satisfaction will be higher with controlled choice. The school system needs

to change the paradigm as it relates to education and instruction. There have been a number of discussions at the Board table such as parental involvement, and this proposal will necessitate parents being involved. Staff will be revitalized as they become facilitators. She hoped that the school system would look at this proposal as what the Board needs to do to move education for all students into the 21st century.

Mr. Lowenbach stated that selecting a signature program is a massive undertaking in terms of reviewing the choices, communicating with the community, determining transportation, and providing a comprehensive program. The strength of the program will determine how quickly this all takes place. If there are comprehensive programs in place throughout the cluster, a significant portion of the community will opt for one of those programs. There must be an elongated program that exposes students to the signature program and all the possibilities as freshman and allows them to branch off to one or several areas as they continue their education. It is not just a task that involves the community, it is also a task that involves the staff since it is a paradigm shift for faculties. Mr. Lowenbach's school is at the point where there are subcommittees looking at signature programs, exploring the possibilities, and what would be the professional/school partnerships.

Ms. Prager had many reservations about controlled choice and the overall direction. There has been a trend in specialization within schools over the last several years. She asked what kind of schools the Board foresees in the next century. She was also concerned that students outside the cluster may want to attend one of the signature programs, but the program would not be open to those students. If controlled choice is successful, it will most likely spread to specialization throughout the county with students selecting their choice. She was also concerned about diversity and how controlled choice fits in with Board policies and whether or not it would limit choice.

Dr. Cheung congratulated the team. Controlled choice will redefine the structure of a high school education in the future. If considering the school systems of the past that were great, what has happened to them as society becomes more urbanized? The Board must adapt to change, and it is important to continue improvement with innovations for the system. The current system is the remnant of the industrial, manufacturing society which is becoming obsolete. Society is now stepping into an information and technology age. The community of schools will be clusters, and will define the community for an area which is a change and threatening to some people. Controlled choice allows the community to have better participation to meet the needs of students. The key ingredient to the success of controlled choice is the support of the community.

Mr. Ewing thought the proposal was an intriguing plan, and one that he was enthusiastic about as it stands. There will need to be a fair amount of additional information provided to the Board and community before a decision can be made. Clearly, there needs to be more precise information about the mechanics of the proposal in terms of balance in the

socioeconomic and racial/ethnic sense. Diversity must be managed and the mechanisms and consequences are not yet clear. There must be a plan for evaluation of the program, and that plan will tell the Board whether or not balance has been achieved and what the price is in terms of community impact and satisfaction. He was pleased to see that the theme of the program becomes a vehicle for teaching a traditional high school curriculum in a fresh and interesting way. It is not an abandonment or reduction in that curriculum, but an attempt to maintain the traditional curriculum and do some interesting and innovative programming. The liberal arts approach is also important even though students should have an exposure to vocational education. He cautioned that a magnet or signature program are not better nor worse than one another, but an individual choice.

Ms. Gutiérrez commented that she was a non-believer, but the proposal brought to the table is less focused on boundaries and more focused on education opportunities. She loved the thinking out of the box, and that concept will be more difficult for the community to accept. In a school in New York where there are three signature programs, there is an innovative infusion of outside students into the programs. She suggested visiting schools that have implemented signature programs and examine their experiences. She was excited as it defines what a high school experience is in the future with offering programmatic options for all students. She wants the high school of the future to be a much more relevant and exciting place to learn. She put forth to the team to consider more than one signature program per high school, replication of programs or themes from one high school to another, common baseline at all high schools, process of selecting the programs, sites where the programs will be offered, consider cluster wide programs, and local versus non-local student needs to be defined. She liked the focus on what will be provided at the middle school to encourage signature programs. She hoped there would be flexibility throughout the program to allow students to make changes, and possibility with a final commitment for a program in the final years of high school.

RESOLUTION NO. 499-96

Re: **ANNUAL DISTINGUISHED SERVICE TO PUBLIC EDUCATION AWARD(S)**

On motion of Mr. Ewing and seconded by Mrs. Gordon, the following resolution was adopted Dr. Cheung, Mr. Ewing, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, and Ms. Prager voting in the affirmative; Mr. Abrams voting in the negative:

Resolved, That the Board of Education tentatively adopt a proposal for an award pending the report from an ad hoc committee appointed by the president of the Board of Education to examine how the award would work and what criteria would be established so that informed by further information on what the existing awards recognize and how they work as well as look at the possibility of a reception for award winners.

Re: **RECOMMENDED FY 1997 EMERGENCY SUPPLEMENTAL APPROPRIATION FOR THE HEAD START PROGRAM**

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mrs. King, the following resolution was placed on the table:

WHEREAS, The FY 1997 operating budget approved by the County Council and adopted by the Board of Education includes \$7,645,567 in federal and local funds for the Head Start program; and

WHEREAS, This amount is sufficient to serve 1,486 students in 93 existing classes using the current Head Start model, which would leave approximately 260 children eligible to participate in the Head Start program on the program's waiting list; and

WHEREAS, The superintendent has presented a plan to the Board of Education to serve an additional 140 students in the existing 93 classes by increasing the average class size to the federal maximum level; and

WHEREAS, The superintendent has identified reductions of \$87,627 in program costs by realigning existing program resources and through further management efficiencies; and

WHEREAS, The remaining cost of serving the additional 120 students who are eligible for the Head Start program in six additional classes is \$377,319; now therefore be it

Resolved, That the Board of Education request authorization by the County Council of an FY 1997 emergency supplemental appropriation of \$377,319 in local funds for the Head Start Child Development Program in the following categories:

<u>Category</u>	Positions*		<u>Amount</u>
2 Instructional Salaries	8.0	\$	210,440
3 Other Instructional Costs			58,182
7 Transportation			33,120
10 Fixed Charges	—		<u>75,577</u>
Total	<u>8.0</u>	<u>\$</u>	<u>377,319</u>

- * 3.0 Head Start Teacher, Grade AD (10-month)
- 3.0 Instructional Assistant, Grade 10 (10-month)
- 1.2 Social Services Assistant, Grade 13 (10-month)
- 0.8 Speech Pathologist, Grade BD (10-month)

and be it further

Resolved, That the Board of Education work with the Community Action Agency of the Montgomery County Government to review the service delivery model of the Head Start program and consider a pilot program for 20 to 40 students using a different model that will include hiring teachers who have Child Development Associate credentials, and conduct a comparative analysis with the current MCPS program; and be it further

Resolved, That a copy of this resolution be sent to the county executive, and the county executive be requested to transmit this resolution to the County Council, along with his recommendation for approval.

Re: **AMENDMENT BY MR. EWING
(FAILED)**

On motion of Mr. Ewing and seconded by Mrs. Gordon to conduct a comparative analysis with the current MCPS program through an outside and independent contractor with excellent educational research credentials who would design and conduct this study and the cost to be shared equally between MCPS and the County Government failed with Dr. Cheung, Mr. Ewing, and Mrs. Gordon voting in the affirmative; Mr. Abrams, Ms. Gutiérrez, and Mrs. King.

RESOLUTION NO. 500-96

Re: **RECOMMENDED FY 1997 EMERGENCY
SUPPLEMENTAL APPROPRIATION FOR THE
HEAD START PROGRAM**

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mrs. King, the following resolution was adopted with Mr. Abrams, Dr. Cheung, Mr. Ewing, Mrs. Gordon, Mrs. King, and Ms. Prager voting in the affirmative; Ms. Gutiérrez voting in the negative:#

WHEREAS, The FY 1997 operating budget approved by the County Council and adopted by the Board of Education includes \$7,645,567 in federal and local funds for the Head Start program; and

WHEREAS, This amount is sufficient to serve 1,486 students in 93 existing classes using the current Head Start model, which would leave approximately 260 children eligible to participate in the Head Start program on the program's waiting list; and

WHEREAS, The superintendent has presented a plan to the Board of Education to serve an additional 140 students in the existing 93 classes by increasing the average class size to the federal maximum level; and

WHEREAS, The superintendent has identified reductions of \$87,627 in program costs by realigning existing program resources and through further management efficiencies; and

WHEREAS, The remaining cost of serving the additional 120 students who are eligible for the Head Start program in six additional classes is \$377,319; now therefore be it

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- 3.0 Instructional Assistant, Grade 10 (10-month)
- 1.2 Social Services Assistant, Grade 13 (10-month)
- 0.8 Speech Pathologist, Grade BD (10-month)

and be it further

Resolved, That the Board of Education work with the Community Action Agency of the Montgomery County Government to review the service delivery model of the Head Start program and consider a pilot program for 20 to 40 students using a different model that will include hiring teachers who have Child Development Associate credentials, and conduct a comparative analysis with the current MCPS program; and be it further

Resolved, That a copy of this resolution be sent to the county executive, and the county executive be requested to transmit this resolution to the County Council, along with his recommendation for approval.

STATEMENT FOR THE RECORD BY MR. EWING: For the record, it ought to be clear that the words “review” and “consider” are presumably and deliberately chosen and not intended, as I understand the superintendent, to prescribe exactly this number of students or that sort of teacher would necessarily have to be part of the pilot.

Re: **UPDATE ON FUTURE SEARCH CONFERENCE**

Mr. Ewing reported that the Future Search Conference will be held on September 19 - 21, 1996. Eighty-four people have been invited to be participants, including the members of the Board of Education. The theme of the conference is: How can Montgomery County Public Schools Sustain and Enhance Excellence Into the 21st Century? The result of this conference will be some consensus on how the school system can continue to achieve excellence and a commitment from the attendees to support that excellence.

RESOLUTION NO. 501-96 Re: **CLOSED SESSION RESOLUTION**

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

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 conduct a portion of its meeting on Monday, July 22, 1996, at 7:00 p.m. to discuss matters protected from public disclosure by law; and be it further

Resolved, That this meeting be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501; and be it further

Resolved, That such meeting shall continue in closed session until the completion of business.

Re: **REPORT OF CLOSED SESSION**

On June 11, 1996, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on June 24, 1996, 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 June 24, 1996, from 7:00 to 8:10 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, legal matters with its attorneys, and matters protected from public disclosure by law, specifically pertaining to the acquisition of real property for a public purpose and related matters. The Board reviewed and adjudicated BOE Appeals 1996-7 and 1996-8.

In attendance at part or all of the closed sessions were: Steve Abrams, Larry Bowers, Alan Cheung, Blair Ewing, Reggie Felton, David Fischer, Phinnize Fisher, Bea Gordon, Armando Gutierrez, Ana Sol Gutiérrez, Nancy King, George Margolies, Rachel Prager, Charles McCullough, Glenda Rose, Mary Helen Smith, Roger Titus, and Paul Vance.

RESOLUTION NO. 502-96 Re: **BOE APPEAL 1996-7**

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal 1996-7, a retirement matter, reflective of the following vote: Mr. Abrams, Dr. Cheung, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, and Mrs. King voting to affirm the superintendent's decision; Mr. Ewing was absent, and Ms. Prager did not participate.

RESOLUTION NO. 503-96 Re: **BOE APPEAL 1996-8**

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal 1996-8, a student admission matter, reflective of the following vote: Dr. Cheung, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, and Mrs. King voting to affirm the superintendent's decision; Mr. Abrams voting to reverse the superintendent's decision; Mr. Ewing was absent, and Ms. Prager did not participate.

RESOLUTION NO. 504-96 Re: **BOE APPEAL 1995-20**

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal 1995-20, a personnel matter, reflective of the following vote: Mr. Abrams, Dr. Cheung, Mr. Felton, Ms. Gutiérrez, and Mrs. King voting to accept the superintendent's recommendation; Mr. Ewing and Mrs. Gordon voting to modify the superintendent's recommendation; Ms. Prager did not participate.

RESOLUTION NO. 505-96 Re: **BOE APPEAL 1996-1**

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal 1996-1, a personnel matter, reflective of the following vote: Mr. Ewing, Mrs. Gordon, and Mrs. King voting to accept the superintendent's recommendation; Mr. Abrams, Dr. Cheung, Mr. Felton, and Ms. Gutiérrez voting to modify the superintendent's recommendation; Ms. Prager did not participate.

RESOLUTION NO. 506-96 Re: **SUBSTITUTE TEACHER PLAN**

On motion of Mr. Felton and seconded by Mr. Ewing, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education request that the superintendent develop a plan for addressing the concerns and needs of substitute teachers regarding training, communications, recognition, performance evaluation, and any recommend any needed new policies.

RESOLUTION NO. 507-96 Re: **COSTS OF PROPOSED POLICIES**

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

Resolved, That the Board of Education request the superintendent to develop recommendations on how the costs of proposed policies can be addressed as part of the Board's tentative actions and that the Board schedule time for a discussion.

RESOLUTION NO. 508-96 Re: **NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS**

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

Resolved, That the Board of Education ask the superintendent to propose to the Board an appropriate approach to obtain information about the recommendations and actions of the National Board for Professional Teaching Standards utilizing in particular, but not exclusively, the experience and knowledge of the teacher who represented the Board in that arena over the last several years.

RESOLUTION NO. 509-96 Re: **STUDENT INFORMATION**

On motion of Ms. Gutiérrez and seconded by Mr. Ewing, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education request that the superintendent bring to the Board, if feasible, a proposed approach and implementation timeline for gathering socio-economic indicators including country of origin of parents for student records as well as the costs and benefits in terms of the kinds of analysis that would be done with those data.

Re: **NEW BUSINESS**

Mr. Abrams moved and Mrs. King seconded the following:

Resolved, That the Board of Education request the superintendent to change the status of the coordinators of the International Baccalaureate Program and the Math/Science Program at Montgomery Blair High School to assistant principal status.

Mr. Abrams moved and Mrs. King seconded the following:

Resolved, That the Board of Education request that the superintendent amend all Human Relations policies and all related policies where appropriate to reflect the intention of the inclusion of physical appearance in the non-discrimination policy.

Mr. Abrams moved and Mrs. Gordon seconded the following:

Resolved, That the Board of Education schedule time to meet with the Montgomery County Cable at the earliest opportunity to discuss the Cable Association's current intention of providing cable modems to public schools and whether the intention is for Montgomery County Cable to provide them to Montgomery County Public Schools free of charge as soon as they are available in the service area.

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

WHEREAS, The Board of Education has proposed budgets it believed to be modest over the past six years; and

WHEREAS, The County Council has determined to reduce those budgets, increasingly turning to cuts in direct educational programs to students, as options for administrative cost reductions have been greatly reduced over time, as a result of years of successive cuts in this areas; and

WHEREAS, It is urgent that further reductions in educational services be avoided, that services be provided to the increasing numbers of students in

MCPS, and that selected improvements or restorations of funds be made; now therefore be it

Resolved, That the Board of Education appoint a Committee comprised of citizens and supported by MCPS staff to explore and make recommendations about options for avoiding future reductions in the extent and quality of education services; and be it further

Resolved, That the Committee be requested to examine such options as additional taxes, other sources of income, changes in the laws that provide for school financing, as well as such other options as the Committee may think appropriate; and be it further

Resolved, That the Committee be appointed and begin work before the end of September, 1996, and make initial recommendations by February 1, 1997, with a final report and recommendations to the Board by July 1, 1997.

Ms. Gutiérrez and Mr. Ewing seconded the following:

Resolved, That when the Board of Education schedules time to discuss class size that focuses on the relative impact of technology on class size as well as varying types of teaching and organizational structure, that it also schedule time to discuss class size reduction goals and strategies.

Re: ITEMS OF INFORMATION

1. Items in Process
2. Update on Special Education Action Plans
3. Construction Progress Report
4. Annual Report of the Advisory Committee on Counseling and Guidance, 1994-95, and the Superintendent's Response to the Committee's Recommendation

RESOLUTION NO. 510-96 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting of July 9, 1996, at 6:30 p.m.

PRESIDENT

SECRETARY

PLV:gr

MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET
July 9, 1996

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