

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

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

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

Resolved, That the Board of Education of Montgomery County does hereby designate the period of October 17 through November 19, 1994, for participation in the Montgomery County Employees' Charity Campaign; and be it further

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

Re: SUPPORTING SERVICES PERSONNEL
RECOGNITION DAY FRIDAY, OCTOBER 28,
1994

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

WHEREAS, The successful education of every child depends on the teamwork and dedication of all school system employees; and

WHEREAS, All school system employees serve as important role models for students; and

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

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

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

Resolved, That the Board of Education designate Friday, October 28, 1994, as the annual Supporting Services Personnel Recognition Day and encourage other staff members of the Montgomery County

RESOLUTION NO. 675-94 Re: SALUTE TO TRANSPORTATION PERSONNEL

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

WHEREAS, October 16-22, 1994, has been designated as National School Bus Safety Week; and

WHEREAS, Governor William Donald Schaefer has proclaimed October 16-22, 1994, Salute to School Bus Transportation Personnel Week; and

WHEREAS, The divisions of Transportation has as its number one goal the safe transportation of students to and from schools and programs; and

WHEREAS, The Division of Transportation buses carry more than 78,000 students to more than 200 locations, traveling 16 million miles in a school year; and

WHEREAS, Five bus operators and an attendant are being honored today for their record of outstanding achievement; and

WHEREAS, These individuals represent all transportation staff members--drivers, attendants, clerical, secretarial, supervisory, and administrative--who are involved in the daily busing of our students; now therefore be it;

Resolved, That the Board of Education formally recognize and extend its sincere thanks and gratitude to all staff in the Division of Transportation; and be it further

Resolved, That the Board of Education recognize these individuals for their distinguished accomplishments; and be it further

Resolved, That the Board of Education, through its recognition of these individuals, honor all transportation staff members--bus operators, attendants, mechanical, clerical, secretarial, supervisory, and administrative--for their teamwork in the safe transporting of students; and be it further

Resolved, That the Board proclaim the week beginning October 16, 1994, as National School Bus Safety Week.

RESOLUTION NO. 676-94 Re: DEATH OF MR. JOSEPH D. SPELLER

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

WHEREAS, The death on October 7, 1994, of Mr. Joseph D. Speller has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Speller was an active participant in children's education and was committed to academic excellence; and

WHEREAS, Mr. Speller served as the president of Benjamin Banneker Middle School's Parent Teacher Association from 1989-1991; and

WHEREAS, Mr. Speller believed that students, parents, and the community must take responsibility for educational success and thus founded the Benjamin Banneker Math and Science Honor Society in 1989 to help African American male students increase their participation in math and science and have the opportunity to interact with positive role models that included midshipmen and professors from the U.S. Naval Academy as well as fathers and African American business leaders; and

WHEREAS, The Society under Mr. Speller's leadership expanded from Benjamin Banneker Middle School to 60 middle and high schools and included young women; and

WHEREAS, For his initiatives to help MCPS students, Mr. Speller and the Society have received many local and national awards and recognitions including being honored by President Bush in 1991 as one of his "points of light"; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Joseph D. Speller 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. Speller's family.

Re: NEW ELEMENTARY SCIENCE PROGRAM
UPDATE

Dr. Vance stated that the discussions they had with the Board in the area of curriculum and instruction were highlights for staff. In 1991, the Board adopted a resolution emphasizing the importance of math and science instruction in the school system. At that time the Board expressed its commitment to improving the quality of math and science programs. Given the rapid pace at which society had become technologically sophisticated and the prospects of even greater developments in the future, education in math and science continued to assume a critical priority. The report outlined the progress staff had made to date in revising and strengthening the elementary science program. It also provided them with relevant research and development in the elementary science curriculum. They had given the Board a chart of grade levels and units of instruction currently being piloted

in the schools. In the spring it was the superintendent's intention to present for Board approval a new set of instructional objectives as a replacement for the elementary science program of studies.

Dr. Joseph Villani, associate superintendent, introduced Dr. Ramon Lopez, director, Education and Outreach Programs, American Physical Society; Dr. Susan Snyder, program director, National Science Foundation; Dr. Gerard Consuegra, director, Division of Curriculum Coordination and Implementation; and Mrs. Wanda Coates, third grade teacher, Judith Resnik Elementary School. Dr. Villani explained that their purpose was to give the Board an overview of what they were doing in science curriculum development and to put that presentation in the context of what scientists thought ought to happen in science education and what was happening nationally.

Dr. Lopez stated that there had been a lot of discussion about education in the scientific community, and they thought these issues were of critical importance. When scientists thought about what was important in science education, they wanted students who were good problem solvers, who asked questions, who observed, who made measurements, who made sense out of those measurements using math skills, who were able to come to logical and defensible conclusions, and who were able to communicate those conclusions. This was what he did and other scientists did this for a living. Scientists thought that all students should have these skills because these skills could be applied in life as a citizen. Scientists were concerned about the general public's understanding about science and ability to make reasonable decisions based on the available evidence. Citizens were going to be dealing with more and more scientific decisions in the future.

Dr. Lopez remarked that they also wanted children who had had some kind of real world experiences and understood something about even very simple science concepts. He had had situations with undergraduates in an honors seminar who could not take a wire, a battery, and a light bulb and make it light. Scientists believed that all children should have some understanding of simple electrical circuits, which they would encounter in the real world all the time.

They also wanted a science education system that opened doors to children so that those wishing to pursue science in more depth could go on and become scientists. The doors should be open to all children so that groups traditionally under-represented in science could start to make their presence known in those fields. They were very concerned about the lost talent that was out there. They also knew that science education had to be addressed early on. For that reason, they were very much interested in elementary science education. It used to be that scientists were

primarily concerned about high school, but now they understood that science had to be addressed at the elementary school level. Dr. Snyder explained that they were very lucky right now because from the work of the American Association for the Advancement of Science, the National Academy of Science, and teacher professional organizations, there was a growing consensus for what their vision for teaching science ought to be. This was easier to recognize than define. They wanted classrooms to become communities where teachers believed that all children could learn and principals believed that all teachers could learn. They wanted a school where consensus-building and discussion were important and where communities could be formed within classrooms as they were within the scientific community itself. They were going towards exploring, conjecturing, inventing, designing, and problem solving and away from mechanistic answer finding. What was important was the search for wonderful ideas, not the search for someone's right answer. They were looking at a time when they were going toward logic and real evidence as verification and not looking toward the teacher or the text for all verification.

Dr. Snyder stated that it was time for argument to be in the classroom again, real scientific argument when students were basing that argument on real evidence that was collected for themselves. They were going for science and mathematics connected to the real world of students. They could bring the real world to children through Internet.

Dr. Snyder explained that they needed teachers who were confident in their discipline and knowledgeable and skilled in using different teaching strategies in the classroom. Without that, it would not work. Students knew when teachers really understood the content because they let children have the freedom to explore. They needed teachers who understood how children learned and understood the social dynamics in their classroom and the school. They knew if students worked in cooperative groups they could come to real rich understandings that they had never before, but they could also get lost if they were in cooperative groups when teachers were not skilled in understanding the dynamics of those groups. They knew that teachers had to have the best exemplary classroom instructional materials that could be provided. Teachers had to have classrooms with the appropriate technology, and teachers who knew how to use that technology. Finally they had to have local, state, and federal policies that were aligned. This was why what Montgomery County was doing was so exciting to the National Science Foundation. It was providing them with an example of systemic reform where there were exciting possibilities for their vision to come true for every classroom in the county.

Dr. Consuegra said he was always pleased to hear comments about the national picture, particularly when he realized that they

were doing in MCPS was what all the experts were saying was supposed to happen. Their elementary science program was part of a comprehensive pre-K through 12 program. It included a number of unique features. For example, they had an early childhood outdoor education program at the Maydale Nature Center. They had rigorous materials-based science instruction going on at the elementary level, and at the mid-level they had the event-based science project. They also had up-to-date bio-technology and chemistry courses being supported by the Howard Hughes Medical Institute.

Dr. Consuegra explained that their program was designed to be a balance of content and processes. That balance changed as students moved from elementary to middle school to high school. The new elementary science program was consistent with the Board's math/science initiatives. In addition to preparing students for high school courses, they were also focusing on performance assessments and hands-on learning. The program also supported the Maryland State Department of Education science outcomes. Recently when the American Association for the Advancement of Science released its benchmarks for science literacy, MCPS found that what they were doing was consistent with the benchmarks for content including the living environment and the physical setting. They expected that the soon-to-be released national standards from the National Research Council would be consistent with what MCPS was doing.

Dr. Consuegra reported that the development of the program had involved a large number of contributors. In addition to curriculum development staff, they had involved principals, teachers, scientists, and scientist educators. The unique feature had been the consistent and early involvement of special education teachers and staff. It was his idea that the new science program would be for all children including those with special needs. Instruction in the new program was provided in the context of core science units, and these included life science, physical science, as well as the processes of science in the area of asking questions, gathering data, making sense of data, and communicating. All the units had been field tested in regular classes and in special education classes. With the exception of their two pre-kindergarten units, these units were all produced with national curriculum development project funds. They were now implementing the program and had one model unit in every school at every grade level. They had two additional units in 49 schools with the remaining schools to be added over the next two years. McKenney Hills was in that group. Implementation was supported by extensive teacher training and that training was supported by a grant from the National Science Foundation. Teachers got the materials they needed to provide this exciting program through a combination of MCPS instructional materials funds and a grant from the Howard Hughes Medical Institute. Finally, technology was a part of what they were

doing. All units included computer applications, and they were piloting a telecommunications project where students interacted with each other and shared data. They were very proud of their accomplishments.

Mrs. Coates reported that these units were very exciting for students. She described a unit on plant growth and development where students studied a seed through a life cycle of about 40 days. Children studied flowers, bees, and insects. She showed the Board samples of student work on the unit. She indicated that this science was for everyone because her school had orthopedically handicapped students, and she had a blind student in her class. In this unit students learned the technical parts of the plant, flower parts, and parts of insects. Part of the unit involved measuring and making conclusions, and students used the computer to graph their findings. The unit also had a language arts component because of the trade books accompanying the unit as well as communication when students described their projects to the class.

Dr. Villani added that one of the features of this program was the fact that kits were supplied with materials and trade books, and after the teacher finished the unit the kit was shipped back to the science materials center where staff restocked the kit. Funding for this was provided in part by a grant from the National Science Foundation. He introduced Ms. Kathy Jordan, PTA president at Kemp Mill ES. Ms. Jordan commented that she had called around to parents when her school piloted the unit, and she found that there was a tremendous amount of parent involvement in the units. The units helped establish dialogue in the homes about the progress of the unit in school. The units were bridges to mathematics, writing, and spelling, and parents were pleased with the units and wanted to see a continuation of this.

Mrs. Fanconi remarked that this was one of the best presentations she had seen, and she was thrilled to see the use of the materials with all different levels of children.

Mr. Ewing thought they had made a lot of progress, and they had received a great deal of support from various foundations. He hoped that the Board recognized that there would come a time when these grants would end, and there would have to be budget increases to sustain and expand this work. If this does not happen, they would be taking a step backwards. He asked whether they would have to revise their high school offerings as these students came up through the grades. Dr. Villani replied that they were in the process of changing their ninth grade science program from a lab science program to a course in matter and energy. They were looking at ways to enhance course offerings in biology, chemistry, and physics by drawing upon what they had learned in the Blair magnet program.

Dr. Consuegra reported that the middle school event-based science program would help bridge that gap from elementary to high school. Many of the units had been published, and others were about to be published. There were plans to write an additional grant for sixth and seventh grade. Dr. Cindy Sullivan, director of the Department of Academic Programs, added that at this point they were training middle schools on the units. In addition, staff had participated in the Hughes internship program at the high school level. Those individuals would be providing courses in bio-technology, and about 10 to 15 individuals participated in an internship program at N.I.H. and were disseminating those practices to their colleagues at the high school level. Dr. Villani commented that they would be field testing the bio-technology course at Walter Johnson HS next year.

Mr. Ewing asked whether the foundations and associations thought MCPS was headed in the right direction. Dr. Snyder replied that her foundation's history had always been to fund colleges and universities. Programs like the MCPS programs made NSF realize there was another paradigm, and that systemic reform was possible. They were now asking other school systems to do the same thing. Dr. Lopez added that the national standards were still under development, but the standards were in close alignment with the MCPS science program. MCPS was on the cutting edge of national science education reform.

Ms. Gutierrez asked about the length of the NSF grant. Dr. Consuegra replied that the elementary teacher enhancement grant was a five-year program, and they were beginning their fourth year. They were now preparing an additional grant to extend this for one year. The event-based science project was a four-year grant and would end next year.

Ms. Gutierrez commented that it was imperative for MCPS to ensure that this great base they were developing continued to grow. They had talked about going towards much more experiential learning. They had had to cut back on their outdoor education program, and she wondered what was going on in the pre-K to five program. Dr. Consuegra replied that they had entered into a partnership with a ground called the Friends of Maydale to better a park facility to support a pre-K through second grade program in the Paint Branch cluster. In the regular outdoor education program, there had been some cutbacks, but it continued to thrive with sixth graders having outdoor experiences on residential sites for three nights and two days. There had been some discussion about improving that program, but this would be dependent on Board funding.

Ms. Gutierrez was delighted to see these units were being applied to all schools. She asked about teacher training, certification, and preparation which was part of the Board's 1991 resolution and how this was linked to the current program. Dr. Consuegra

replied that they had a grant from the National Science Foundation, and they recognized that to make the kind of changes they wanted to have happen there had to be substantial teacher training. They had decided to train every teacher who was going to be involved. He refused to accept the model where they trained one teacher who then trained five teachers. Now every teacher was being trained, and they kept track of this on a computerized data base. They reminded teachers and principals when they found teachers who had not been trained to use the materials. They now had one model unit in every school at every grade level. This meant that every teacher involved in teaching science had some level of training. They would bring teachers in for training as they expanded to the additional units.

Dr. Cheung commented that he was excited listening to this discussion because they were teaching about principles and theories and how these related to the real world. As a health care professional, he thought that when they revised courses for the middle school and high school they should include health science. He remarked that people had to learn about their bodies and the use of health foods, vitamins, etc. Students were now measuring the growth of a flower, and perhaps they should be measuring the growth of a child. The course could include substance abuse and the prevention of drinking and smoking. Dr. Villani replied that they were field testing a course called nutrition science at Walt Whitman HS. He would take Dr. Cheung's comments under consideration.

Mrs. Brenneman stated that the real key was the confidence the teacher brought to the lesson and teacher training. She wondered about the teacher training that other counties were doing, and whether or not this might be better done at the state level at the University of Maryland. MCPS hired a lot of teachers from Maryland, she inquired about the science training these teachers had. Dr. William Holliday replied that he was presently teaching a methods course for elementary education majors. His students went into schools and presented actual lessons to students. However, he believed that these students would need additional training on the science units when they were hired by MCPS. He thought they had to do this both ways. Mrs. Brenneman asked whether his course was required, and Dr. Holliday replied that it was.

Dr. Snyder commented that it would be nice if that were enough. They could not teach adults with one method and send them to a three-credit course on another way to teach science. They could not lecture to people all day long and expect them to teach in another way. These education majors were learning their science in huge lecture classes, and this was a national problem. Dr. Lopez added that in the physics community there were reform issues as well. Some universities were moving to cooperative learning structures and places were micro-based computer

laboratories were the core of instruction. He agreed they were behind the times compared to what was going on in elementary school reform, but there was a growing realization in the physics community that changes had to come at the university level. Students would be coming to the universities and demanding something different.

Dr. Sullivan reported that they had partnerships with Johns Hopkins University and Hood College. The professors at the universities wanted MCPS to work with them and update them on what was current. MCPS was now providing support in the areas of methods and strategy-based instruction.

Mrs. Brenneman suggested that as they looked at field trips and science, they might want to think about field trips at the middle school when they talked about bonding other than roller skating trips.

Mrs. Gordon commented that this was a wonderful presentation. She hoped that they had a plan for keeping the science kits up to date because in the past the other kits had been missing parts. The Maydale program was exciting, and it would provide a real experience for students and for teachers to be able to be in the field and to understand that science was all around them. She hoped that this program would be expanded to other schools either at Maydale or other park facilities in the county.

Mr. Ewing said it was clear to MCPS staff, but another element of the math and science initiative was to insist that by the end of 1999 elementary school teachers would have training in math and science, equivalent to 12 hours of each. He believed they were making progress on this, but it was not as quick and easy as they had hoped it would be. It seemed to him that this requirement together with the kinds of standards being advocated by the scientific community ought to be used by the Board and the superintendent as leverage with universities to do the kind of thing Dr. Lopez was talking about. Elementary teachers should get the kind of instruction that would meet their needs because a great many of them had an aversion to taking these courses. He thought they should put pressure on universities to make some changes.

Mrs. Fanconi stated that she had a daughter who was a sophomore in marine biology at a private university, and she had been extremely disappointed with the level of instruction compared to what she received in MCPS. Boards of education needed opportunities to talk with boards of trustees of colleges and universities that MCPS graduates attended. In regard to special education students in the regular classroom, Mrs. Fanconi said she would like to see how these students achieved on the MSPP tests and how their scores compared with those of students in a

WHEREAS, A consultant, Alexander & Alexander Consulting Group, Inc., was retained by the agencies to evaluate proposals and make recommendations to the joint agencies that also evaluated proposals and conducted finalist interviews; and

WHEREAS, Staff has recommended awarding contracts to MD-IPA Optimum Choice Plan, Kaiser Permanente Health Plan, HealthPlus Health Plan and George Washington University Health Plan; and

WHEREAS, The Joint Employee Benefit Committee supports this recommendation; and

WHEREAS, The Joint Employee Benefit Committee also recommends continuing the Columbia Medical Plan as an offering to employees currently enrolled in the plan to avoid hardship to employees and disruption to existing doctor/patient relationships; and

WHEREAS, The Joint Employee Benefit Committee also recommends continuing the Group Health Association Medical Plan for one year as an offering to employees currently enrolled in the plan to avoid hardship to employees and disruption to existing doctor/patient relationships; and

WHEREAS, This recommendation will save Montgomery County Public Schools between \$1 million and \$1.2 million in the first year alone; now therefore be it

Resolved, That contracts for HMO services be awarded to the MD-IPA Optimum Choice Plan, Kaiser Permanente Health Plan, HealthPlus Health Plan and George Washington University Health Plan; and be it further

Resolved, That the Columbia Medical Plan continue to be offered as an option only to employees currently enrolled in the plan, and closed to new enrollments; and be it further

Resolved, That the Group Health Association Medical Plan continue to be offered as an option only to employees currently enrolled in the plan for the one year period ending December 31, 1995, and closed to new enrollments; and be it further

Resolved, That the Board of Education president and superintendent of schools be authorized to execute the documents necessary for these transactions.

RESOLUTION NO. 678-94 Re: PROCUREMENT CONTRACTS MORE THAN
\$25,000

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

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

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

MCG 03515 -			
AA	Electrical Services for the Division of Maintenance		
	<u>Awardee</u>		
	Kolb Electric, Inc.	\$	50,000
186-5	Ice Machines, Beverage Coolers and Freezers for the Division of Food Services		
	<u>Awardee</u>		
	Gilbert's Refrigeration, Inc.	\$	275,478
27-94	Classroom Furniture - Extension		
	<u>Awardees</u>		
	Beckley Cardy Company	\$	2,415
	Childcraft Education Corp.		6,413
	Douron, Inc.		<u>1,191,270</u> *
	TOTAL		\$1,200,098
92-94	Computer Peripherals for MS DOS and Apple Products - Extension		
	<u>Awardees</u>		
	Daly Computers, Inc.	\$	38,003 *
	Data Connect Enterprises, Inc.		95,855
	Data Systems Integration, Inc.		24,893 *
	First Step Computers		6,078
	Landon Systems Corporation		40,370
	Misco America, Inc.		<u>849</u>
	TOTAL	\$	206,048
2-95	Uniforms for the Division of Maintenance, Division of Transportation, and the Division of School Plant Operations		
	<u>Awardee</u>		
	ATC Uniforms	\$	75,877 *

7-95	Custodial Equipment Repair <u>Awardees</u> ARC American Equipment/National Supply	\$	19,251
	Baer/Acme Paper & Supply		19,251
	District Repair, Inc.		<u>19,250</u>
	TOTAL	\$	57,752
12-95	School-Based Mental Health Services for Broad Acres, Highland View, New Hampshire Estates, and Rolling Terrace ES <u>Awardee</u> Child Center and Adult Services, Inc.	\$	38,000
13-95	Computerized Architectural Design Hardware and Software for the Division of Construction <u>Awardees</u> Cadd Microsystems, Inc.	\$	28,235
	The Future Now		<u>20,690</u>
	TOTAL	\$	48,925
21-95	Collection and Processing of Recycling Materials <u>Awardee</u> World Recycling Company	\$	212,486
104-95	10-Passenger Vans for the Global Ecology Program <u>Awardee</u> Pallone Chevrolet, Inc.	\$	104,664
105-95	Motor Vehicles for the Division of Maintenance <u>Awardees</u> Bob Bell Chevrolet Nissan, Inc.	\$	25,176
	Covington Buick, Pontiac, GMS		<u>25,060</u>
	TOTAL	\$	50,236
211-95	Art Equipment <u>Awardees</u> Bailey Pottery Equipment Corp.	\$	2,920
	Brodhead-Garrett Company		1,357
	Charrette Corporation		8,168
	Chaselle		17,375
	James Howard Company		1,489
	Pyramid School Products		<u>4,774</u>
	TOTAL	\$	36,083
	MORE THAN \$25,000		\$2,401,178

*Denotes MFD vendors

WHEREAS, The project architect, Grimm and Parker, recommends approval of the reduction; now therefore be it

Resolved, That the 10 percent retainage withheld from periodic payments to Kimmel & Kimmel, Inc., general contractor for Phase I of the Damascus High School project, 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. 681-94 Re: GRANT OF RIGHT-OF-WAY AT TAKOMA
PARK ES

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

WHEREAS, In order to upgrade the sanitary sewer which serves a portion of the City of Takoma Park, the Washington Suburban Sanitary Commission (WSSC) proposes to construct a new sewer line in the southeast corner of the Takoma Park Elementary School site, located at 7511 Holly Avenue in Takoma Park; and

WHEREAS, The proposed grant of right-of-way of 148 square feet, and an adjacent, temporary 10-foot-wide construction strip, will not adversely affect any land anticipated to be utilized for school purposes and would benefit the community; and

WHEREAS, The construction of the new sewer line will cause minimal disruption to the Takoma Park Elementary School students and staff; and

WHEREAS, All construction, restoration and future maintenance will be at no cost to the Board of Education, with WSSC and its contractors assuming liability for all damages or injury; now therefore be it

Resolved, That a fee of \$100.00 be paid to Montgomery County Public Schools by WSSC for the subject right-of-way.

RESOLUTION NO. 682-94 Re: UTILIZATION OF THE FY 1995 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
HEAD START TRANSITION DEMONSTRATION
PROGRAM

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

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

RESOLUTION NO. 684-94 Re: UTILIZATION OF FY 1995 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
RAISING ATTENDANCE AND MATH SCORES
(RAMS) PROGRAM AT EASTERN MIDDLE
SCHOOL

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1995 Provision for Future Supported Projects a grant award of \$3,500 from the Montgomery County Community Partnership, under the federal Community Block Grant, for the Raising Attendance and Math Scores (RAMS) project, in the following categories:

	<u>Categories</u>	<u>Amount</u>
02	Instruction Salaries	\$2,720
03	Other Instructional Costs	508
10	Fixed Charges	<u>272</u>
	TOTAL	\$3,500

and be it further

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

RESOLUTION NO. 685-94 Re: RECOMMENDED FY 1995 SUPPLEMENTAL
APPROPRIATION FOR THE MARYLAND
STATE DEPARTMENT OF EDUCATION
TARGETED POVERTY GRANT PROGRAM

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1995 supplemental appropriation of \$501,443 from the Maryland State Department of Education, under the Targeted Poverty Grant Program to extend educational opportunities to improve student performance at eight eligible elementary schools, in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
02 Instructional Salaries	3.5	\$183,168
03 Other Instructional Costs		248,370
10 Fixed Charges		<u>69,905</u>
TOTAL	<u>3.5</u>	\$501,443

*3.0 Teachers, Grade A-D (10-months)
 .5 Psychologist, Grade E (12-months)

and be it further

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

RESOLUTION NO. 686-94 Re: PRESENTATION OF PRELIMINARY PLANS - SHERWOOD HIGH SCHOOL

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

WHEREAS, The architect for the addition to Sherwood High School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Sherwood High 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 addition to Sherwood High School developed by Samaha Associates, P.C., Architects.

RESOLUTION NO. 687-94 Re: BOE APPEAL NO. 1994-5

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-5

RESOLUTION NO. 688-94 Re: BOE APPEAL NO. 1994-16

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

affirmative; Mrs. Brenneman and Ms. Converse being temporarily absent:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-16.

RESOLUTION NO. 689-94 Re: BOE APPEAL NO. 1994-19

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-19.

RESOLUTION NO. 690-94 Re: BOE APPEAL NO. 1994-40

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-40.

RESOLUTION NO. 691-94 Re: BOE APPEAL NO. T-1994-28

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-28.

RESOLUTION NO. 692a-94 Re: BOE APPEAL NO. T-1994-35

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-35.

RESOLUTION NO. 692b-94 Re: BOE APPEAL NO. T-1994-36

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-36.

RESOLUTION NO. 693-94 Re: BOE APPEAL NO. T-1994-38

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-38.

RESOLUTION NO. 694-94 Re: BOE APPEAL NO. T-1994-39

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-39.

RESOLUTION NO. 695-94 Re: BOE APPEAL NO. 1994-4

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-4.

RESOLUTION NO. 696-94 Re: BOE APPEAL NO. 1994-6

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-6.

RESOLUTION NO. 697-94 Re: MONTHLY PERSONNEL REPORT

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

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

RESOLUTION NO. 698-94 Re: PERSONNEL REASSIGNMENT

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

Resolved, That the following personnel reassignment be approved:

<u>Name</u>	<u>From</u>	<u>To</u>
Mary Jo Ibanez	Classroom Teacher Broad Acres ES	Instruc. Asst. Rock Creek Forest ES Will maintain salary status - to retire June 30, 1995

RESOLUTION NO. 699-94 Re: EXTENSION OF SICK LEAVE

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

WHEREAS, The employee listed below has suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employee's accumulated sick leave has expired; now therefore be it

Resolved, That the members of the Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated:

<u>Name</u>	<u>Position and Location</u>	<u>No. of Days</u>
Golden, Angela M.	ESOL Teacher Rock View ES	20

RESOLUTION NO. 700-94 Re: DEATH OF MR. JOHN P. SCHAEFFER,
CLASSROOM TEACHER AT COL. ZADOK
MAGRUDER HIGH SCHOOL

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

WHEREAS, The death on September 8, 1994, of Mr. John P. Schaeffer, a classroom teacher at Col. Zadok Magruder High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Schaeffer had been a highly respected teacher with Montgomery County Public Schools for more than 22 years; and

WHEREAS, In addition to Mr. Schaeffer's successful and highly effective horticulture program, his work with the Col. Zadok Magruder High School pom pons was exemplary; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. John P. Schaeffer 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. Schaeffer's family.

RESOLUTION NO. 701-94 Re: DEATH OF MRS. MARY R. THOMPSON,
CAFETERIA WORKER I AT WHEATON HIGH
SCHOOL

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

WHEREAS, The death on September 6, 1994, of Mrs. Mary R. Thompson, a cafeteria worker 1 at Wheaton High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Thompson had been a loyal employee of Montgomery County Public Schools and a member of the cafeteria staff for 22 years; and

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

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

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

RESOLUTION NO. 702-94 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Jacquelyn Davidson	Acting Asst. Principal Flower Hill ES	Principal Brookhaven ES Effective: 10-12-94

Re: GLOBAL ACCESS STATUS REPORT

Dr. Vance introduced Dr. Villani; Ms. Lani Seikaly, director of the Department of Educational Media and Technology; Mr. Jeff

Levin and Ms. Marty Hancock of BDM; and Ms. Kitty Blumsack, director of the School Improvement Training Unit. He believed that the global access plan being implemented in the pilot schools was one of the most forward thinking and innovative programs MCPS had established in some time. The report showed the progress they had made since last May. The Board's policy on educational technology gave important impetus to their efforts to integrate technology across the curriculum and explore ways to give students local and worldwide access to information. He reported that the project was going exceptionally well, and interest in it from within and without the school system had been significant.

Dr. Villani explained that Mr. Levin was the external project director they had hired through their contract with BDM and Ms. Hancock was the deputy project director. Today they would provide the Board with an update and touch on the two most prominent dimensions of the global access implementation plan. One was the preparation of staff to make use of the tools they were installing and the second was the process they were using to go about installing the infrastructure for the project.

Ms. Seikaly stated that she was pleased with the progress they had made. This summer they had provided training for principals, resource teachers in all secondary schools, and teachers at the technology academy. At the academy they focused on the development of authentic tasks that teachers could use in their classrooms, and they introduced the research learning hub and the capabilities of telecommunications. They also put in place the research learning hubs at each of the secondary schools, and by and large the hubs were functional and staff was excited about the potential and students were being introduced to some of the power of telecommunications. The highlight of the summer was the response to their RFP for an external organization project manager to help MCPS manage global access.

In terms of the global access prototype, Ms. Seikaly explained there were two levels of implementation they were working on simultaneously. One level was the local area network and wide area network, and BDM would be playing a key role in helping to develop the specifications for the networks. At the same time, they would address staff development needs and help teachers understand how they could incorporate technology as a support to the instructional program. They would reassess the way they delivered education and customize education to address the needs of all students. They had asked each school to focus on their own school needs through their school management plan. They should have five to ten research and experimentation projects that utilized technology to support instruction in a particular classroom or set of classrooms. The schools were to identify the learner outcomes, how students might benefit, and an evaluation process to test the R&E project. In November they hoped to have a Board presentation where schools would share what they had decided upon for their top priority projects.

Ms. Seikaly remarked that they were thrilled to have BDM working with MCPS. BDM provided a check on their technical expertise and direction and on the proposed time frame. Mr. Levin had expertise and experience in large networks and was a resident of Montgomery County. Ms. Hancock had been the chief architect of the Kentucky educational technology plan. She brought the understanding of how to infuse educational technology across a large school system.

Mr. Levin reported that they had been focusing on the infrastructure parts of global access. They had to know what MCPS had in place already and how to use those as building blocks. He had been very pleased with what he found regarding the learning research hub projects, administrative activity, and mainframe connectivity. They had assimilated these pieces into the global access architecture. The biggest challenge was putting the wide area network into place. Many of the schools already had local area networks within them, but the piece that would make the difference was allowing the schools to be tied together to one another, to outside resources, and to bring that together in the classroom. He was also pleased with the instructional initiatives he had seen, and they were using technology as the building blocks supporting the instructional goals.

Ms. Hancock commented that she travelled nationally and before joining BDM was a member of the educational community. She echoed Dr. Vance regarding Montgomery County's leading the edge in terms of technology. She said that MCPS needed to be commended because they were actually doing something about technology rather than just talking about it. She remarked that she was a pretty aggressive person, but she thought that MCPS had a very aggressive schedule. Her short-term goal was to network seven schools by February, and the long-term goal was to develop standards for the wide area network for all schools.

Ms. Hancock said there were a lot of people talking in general terms about what MCPS was trying to accomplish instructionally, but people had to see the project in operation. Until this happened, ideas would not flow. They were trying to set up some demonstrations in the seven prototype schools connecting them through a low level wide area network so that connectivity could be demonstrated. They would use the learning and research hub equipment and tie it together with the student information system. She hoped that as early as next month this would be operable for demonstrations. They had selected the software to allow collaboration among teachers, and they believed the demonstration would generate a lot of new ideas.

Ms. Seikaly reported that the three middle schools had chosen a Chesapeake Bay stream study. Social studies, science, and English teachers would be working together to get resources on the learning hub as well as talking to each on the communications software. Last week the Chesapeake Bay Foundation was providing some training to get teachers started on this project. Ms.

Blumsack had a major responsibility in global access for all of the training. She was chairing the Technology Training Leadership Committee that would facilitate the support for all of the projects and would umbrella and try to track the training taking place across shops. They would continue to design, redesign, and assess a variety of models of training.

Mrs. Fanconi understood that some of this was going to be presented to the County Council. Ms. Seikaly replied that they were asked last year to report to the education committee quarterly.

Mr. Abrams stated that he was extraordinarily pleased to hear this presentation. This was precisely where he hoped they were going to be going, and he was particularly pleased that he did not hear one hardware description in the discussion. People had the misconception that global access meant "buying a lot of computers." That was not what this was all about. This was utilization of technology they had, putting in the roadway to deal with what was coming along, and making sure it could connect. In addition, they had to be sure people knew how to use it. He asked Mr. Levin, as a parent, if he had any personal interest in the schools being used in the demonstration program. Mr. Levin replied that he did not have children in the pilot schools.

Ms. Gutierrez was delighted to learn of the progress they had made and to see the contractors on board. She knew of BDM and the technical expertise they had in project management. She had a very high concern over the sword hanging over the Board and the system that had been placed by the County Council in terms of funding. The Council had funded the first year of the project, and they had made the continuous funding of global access contingent upon an evaluation at the end of the first year. She had looked through the report to see the criteria for the evaluation. She was happy to see that part of the application and the school management plans had evaluation components. She had looked at the DEA evaluation format and found it to be very ambitious and broad. She could not imagine that some of the answers to the questions would be available by the time the Council would be looking for some response. She thought the Council was requiring the Board to jump over a hoop in such a short time.

Ms. Gutierrez felt that BDM could be very helpful in defining what it was the project was expected to have achieved by a certain point in time. This would help them respond to the Council review. If they dealt with this as any other project by defining clear schedules and timetables, those things would be extremely helpful. The Board was interested in getting feedback, but they needed to build some more rigorous structure and framework to tell them how they were doing not only at the high levels but also at the project levels. She suggested they use PERT charts and some real details. If they demonstrated progress in achieving goals, this would speak stronger for itself than

having poorly defined evaluation criteria by the Council which asked whether it worked or not. Some of the questions were very open ended, and they would be harder to prove. They should show they had a plan in place that continued beyond the one-year funding that they knew they had. It would be helpful to state their goals, short-term, mid-term, and long-term, and how they were progressing. They would understand that there were interim milestones and that resources would go up and down.

Dr. Cheung was very pleased with the report. He was very excited because as they were involved with a network they needed professional systems people to help them to put the whole thing together. He would differ with Mr. Abrams because networks required hardware, software, and the connectivity. He agreed that training was very important because as a user of technology he had been trained many, many times. They needed hands-on training with on-site support, and the easiest way for people to learn was to be able to take the equipment home while they were in the learning process. He asked whether it would be possible to have notebook computers in the pilot sites for teachers to take home to develop instructional materials, grading, IEP, or individualized student profiles. In the plan, they mentioned different operating systems, and he wondered how they were going to train people to use the various systems. He had heard staff people say they had to have two machines side by side and learn them at the same time.

Ms. Seikaly replied that they would be supporting a dual platform. This meant the end user could be using either a MacIntosh or DOS-Windows in their classroom or office. They would not have two computers. The applications coming across the network would look the same, and they were interesting in teaching users to be able to utilize the application regardless of the platform they were using. Dr. Cheung said he would need to be convinced on that. In his professional life, there were problems with people being trained one way and not sharing a common language with people using the other kind of equipment. Mr. Levin replied that they would be looking at technologies that equably supported both platforms, and he believed there were many solutions in the marketplace now. Dr. Cheung commented that those technologies were still in the pilot stage.

Ms. Blumsack commented that one thing they had learned about the training that made it very different was that the equipment was different, staff skills were different, and software was different. They had to customize the training to that school site. Ms. Hancock added that they planned to use software that could run on a MAC and window-based machines. She would agree that in the past the dual platforms were difficult to implement, but in the last few years things had changed dramatically in terms of software and networks. She believed that the issue of dual platforms would become much less in the future.

Dr. Cheung noted that the MacIntosh machines cost one and a half times as much as the IBM compatible. He asked why they wanted to

keep the more expensive machines. Ms. Hancock replied that this was a decision they would have to make in the future. She suspected that a year from now they would not be having this discussion because IBM and Apple were collaborating on a third operating system. Ms. Seikaly added that at present they did have both platforms in their schools, and they wanted to make use of that equipment. This was another criteria for deciding to support the dual platform.

Mr. Ewing assumed they were continuing to focus on global access largely as a set of efforts to improve teaching, learning, and student outcomes. He saw that in the preliminary design for the evaluation. The evaluation at this juncture appeared to emphasize very substantially questions about implementation which made sense at this point. He hoped that as they moved ahead the questions would be much more sharply phrased and focused on student outcomes. They needed to be sure they could say that six years from now that the introduction of global access went as scheduled and that it had impacts on student learning in these areas and to this degree. This was ambitious, but this was what they needed to head for. If they were not able to say that in six to ten years, they would not have been able to persuade anyone that the investment was worthwhile. He congratulated staff for the progress made, and he hoped they would continue to sharpen their objectives and, therefore, the evaluation. Dr. Villani replied that they viewed global access as their reform initiative. It was how they were going about reshaping and reforming the educational process. It was fundamentally an instructional issue. It was not a hardware, software, or connectivity issue. It was how they improved instruction to make sure that every student had the opportunity to learn everything MCPS expected them to know.

Mrs. Fanconi recalled that when they went forward with the initiative with the first seven schools, they moved very rapidly. She thought that it was critical during this phase to get the information out into the community about how they were using this opportunity. This communication should restate the school system's plan so people could see there were continued unmet needs. There had to be continued commitment in order to meet the needs of the children across the system. She suggested that the next report have a cover sheet stating where they were and where they were going. She did not have a sense of how they planned to disseminate the information through a school. She asked if they were training a few teachers to help with others. She knew they had a technical support team, but she was not clear about how that team was assisting people.

Ms. Seikaly replied that there were many pieces of the training. They were looking at the R&E projects and focusing training to support staff members. That was coming across OIPD because they had lots of people who were facilitating training focused on those R&E projects. They had one instructional technology teacher specialist in each of the prototype schools one day a week. This specialist would survey staff needs and working one-

on-one with staff as well as doing small group sessions. This would be tailored to the technology committee's needs assessment for the schools. They were training technology committees and asking them to identify other training needs. As they moved in with a piece of software, another group would come in and do generic training about that particular application. When Dr. Sullivan's shop developed a technology-related piece of instruction, they would move into the schools and train staff.

Ms. Blumsack said that this training was unique because they were dealing at so many different levels. To accomplish the training, they had created video tapes and television shows highlighting some of the different instructional practices. The first show was on hypercard, and the purpose of that was to look at what schools were doing with hypercards. They had identified a number of training topic areas such as the technical academy last summer. They expected to continue that full immersion process and tie it into classroom instruction. They had worked on partnerships with computer companies to have them provide training on software packages or to demonstrate multimedia approaches. As staff developed skills, they would need someone to help them with the various applications. Part of the training was a time for teachers to experiment and find out how to access information.

Mrs. Fanconi commented that it was exciting to her that they were using technology to train staff. In regard to the evaluation, she said it did not talk about goals. She asked what were the measurements they were testing against. Ms. Seikaly replied that in the first year they would be looking at whether or not they did what they said they were going to do. By the time they got to the third year they would be talking about some questions dealing with restructured schools. She felt that DEA should speak to this issue because this was their evaluation design. Mrs. Fanconi said she would like to see a copy of the DEA plan. On the training issue, she reported that other districts had negotiated contracts with computer vendors to give a really good price break to school system employees. Ms. Seikaly replied that they were working with the Credit Union get a financial plan so that teachers could purchase computers at a very low interest rate and use payroll deductions. Many of the vendors already had educational rates. Mrs. Fanconi suggested that this information be made available to Board members as well.

Mrs. Fanconi noted that three special schools and centers were mentioned in the report; however, they were not networked. Ms. Seikaly replied that next year they would request that two special education schools be added to global access. Mrs. Fanconi commented that if there were advantages to have a network for regular education students, then she would want to know why those advantages were not appropriate for these schools as well. Ms. Seikaly replied that the telecommunications piece of the network was available, but they did not want to buy the network version when they only had a few computers in one location. It was more cost effective to buy a couple of stand-alones than it

was to buy a network version. Dr. Villani added that these schools would be involved when they became prototype schools in the local areawide network.

Mrs. Fanconi asked whether they were finding that getting telephone lines into schools was a problem, and staff assured it was not but there were some costs. She asked that the Board be supplied with items of information on progress on global access including questions asked by the Council.

Ms. Gutierrez asked whether they were going to try to tighten up the evaluation process because it was such a long-term plan. Mrs. Fanconi pointed out that she had requested the Board receive a copy of the DEA plan. Ms. Gutierrez asked if they were evaluating the project within the first nine months as to milestones, resources, staffing, etc. Ms. Hancock replied that BDM had milestones and would have regular reports. Mrs. Fanconi suggested that the Board also receive these reports as "FYI" items. She and Dr. Vance thanked staff and project managers for the information provided to the Board.

Re: BOARD INPUT ON STUDY OF LEP
STUDENTS

Dr. Vance stated that Limited English Proficiency was a Board of Education Action Area. The purpose of the discussion was to receive Board input on the study of LEP students. He invited Dr. Villani and the co-chairs of the ESOL work group, Dr. Riley Chung and Mr. John Graham to the table. He also welcomed Dr. Sullivan back to the table and introduced Ms. María Malagón, director of the Division of ESOL/Bilingual Programs.

Dr. Vance commented that an important part of the Success for Every Student Plan was the education of Limited English Proficient students. The Board had indicated its desire to schedule a discussion/action item on what the Board would like to see included in the study of LEP. In August he had established a work group to conduct a review of the ESOL/Bilingual programs in MCPS. He had provided a copy of their charge and a list of the group's members. Staff had also provided the Board with answers to questions they had raised in an earlier meeting on this topic. The work group would look at the average number of years current ESOL students had been in ESOL, whether there was a difference relating to the student's country of origin, and what had happened to ESOL students who had graduated from MCPS.

Dr. Vance remarked that the needs of the various student population groups entering MCPS continued to be of critical importance to their ability to successfully educate them and to fulfill the primary goal of Success for Every Student. Dr. Villani reported that the group had prepared a status update for the Board on what had happened to the committee so far.

Dr. Chung stated that there was another issue related to global access. The ESOL program had over 7,000 students coming out of

134 countries. So far the group had held three meetings, and at the first meeting they were given the charge and the task statement. They had been asked to review Board policy related to LEP with emphasis on recent research in this field. It seemed to him that the county was in the evolution process and was looking toward future needs. They had to look at the composition and makeup of ESOL students. It would be a challenge to move to the next level especially in light of the budget situation. County residents had to recognize the need to have a very good ESOL program as an investment for the future.

Dr. Chung reported that the group was given additional charges to be action oriented in their recommendations. They had to look at what was going on in other parts of the country. They would be meeting every Wednesday until mid-November. They would have a short-term effort to have budget recommendations. The other effort was more long-term because they thought it would take a year to produce their report.

Dr. Chung said the committee wanted to hear from former and current ESOL students and the parents, and they would try to increase the membership of the committee. In addition, they wanted to have a forum to hear the needs of parents and students. This was tentatively scheduled for November 16. In their second meeting they heard from staff regarding the April 1994 memorandum to the Board and the ESOL needs survey. They combined the needs identified from the presentations with Dr. Vance's charge.

Dr. Chung related that at their third meeting they divided into three subgroups: policy, budget, and staffing; program instruction and evaluation; and student/family needs. They went through the charges and the concerns and divided those into those three areas. Mr. Graham thought that Dr. Vance had put together an excellent group because the entire committee was very much interested in this topic and all members were task oriented.

Ms. Gutierrez was delighted that the committee had been constituted and had a full and aggressive agenda. She had no idea they would be meeting on a weekly basis, and Mr. Graham explained that the committee would be meeting every other week. In relation to the charge, Ms. Gutierrez saw this as very complete in terms of what they were doing in MCPS. However, she had a major concern about not measuring MCPS against something. She would make a strong plug for the committee to do the evaluations identified here but against external standards. A major standard not reflected here was how were they complying with federal requirements for LEP students. The federal government had very clear guidelines on what the school system was supposed to be doing. These covered student identification, assessment of language proficiency, alternative programs, staffing, exit criteria, access to special education services, evaluation methods, and how they delivered a program in the least segregated manner. She believed the federal guidelines would give them an outside benchmark.

Ms. Gutierrez indicated that she had some resources to pass along to the committee. The Middle Atlantic Equity Center focused on this issue and looked for the programs that must be in place for LEP students. They had publications on effective schools, gifted and talented programs, and language minority students. This center also had some assessment criteria already defined. Another organization was the National Coalition of Advocates for Students. They had just come out with a set of best practices from model programs. This organization had come up with a way of doing internal system assessments, and she thought this tools would be very helpful. Another group associated with the National Coalition of Advocacy for Students specifically looked at the legal responsibilities of education agencies serving national origin language minority students.

Ms. Gutierrez believed that it was important to do this assessment because in those states where there had been suits brought against school systems it had been on the foundation of the federal requirements. She thought that the committee's charge covered pieces of this, but it did not have the cohesiveness of a systematic approach of assessing and evaluating the program. She suggested that they had to begin by establishing a clear benchmark as to where they stood both internally and externally. Until they did that they would not be able to understand the consequences of whatever program enhancements they wanted to add. She would be very happy to provide whatever additional personal network connections she could. She thought they were embarking on a very needed and laudable effort, and it would be helpful for the Board and other Boards to know how to better serve this growing number of students. She noted that these 7,000 students were the equivalent of their special education population, and Ms. Malagón commented that this number had increased to 7,500. Ms. Gutierrez also commented that it had been estimated that 20 percent of their students had been in ESOL at some point. This had impacts from the budget to the curriculum. She asked whether the committee had thought of doing their study within the federal compliance regulations.

Dr. Chung replied that they would have to look at current practice as a way to measure and assess. They had not looked at the federal requirements, and he appreciated the resources Ms. Gutierrez had shared with them. Ms. Gutierrez reported that she had just participated in a Florida panel evaluating their ESOL program. They had been sued and had had to restructure their entire ESOL program. This might provide many valuable lessons for MCPS.

Mr. Ewing said he wanted to speak to the resolution the Board adopted in May which spoke to what the Board would like to see included in this study. It seemed to him that the combination of the charge and the concerns raised by work groups had dealt with a great many of those questions. He had a few which were subsets of the existing charge. He would think it would be important for them to know what the measure of success for ESOL students was.

What kind of baseline were they starting from? They would look at trends, but they should establish that baseline to determine what the evidence is to date of success. For example, did students do better the longer they stayed in MCPS? He thought the answer was yes generally, and he assumed it would be the same for ESOL students. What levels of proficiency in English permitted students to function well in regular classrooms? Did students exit ESOL always with that level and how did they measure that? What supports were always present for all students exiting ESOL? What ought to be there, that wasn't?

As Ms. Gutierrez did, Mr. Ewing wanted to know what other school systems were doing. What were the models being used and what could they learn from others? He would also want to know what kind of collateral services were required for ESOL students to succeed. While MCPS offered educational services, there was a concern that students needed other services as well if they were going to be effective students.

Mrs. Gordon commented that most of her issues had been covered in the charge or in work group. She said she would like to get some clarification on the ESOL program covered on an itinerant basis versus services provided students in an ESOL center or a school where there was a full time ESOL teacher. They needed to understand what services could be provided to those students who did not need full-time ESOL services. She would see this covered under work group concerns about appropriate environments for learning. For students in schools where there were only one or two ESOL students, she would like to know what kinds of services were provided to those students when their ESOL teacher was not there. This would lead into the training of the mainstream staff and what teachers did when the ESOL teacher was not in the school. In some cases there was a lot of interaction, and in other cases it was not as clearly defined. She hoped that they would include these topics in their various discussion.

Dr. Cheung commended the committee for undertaking this very important task. His issues had been more or less discussed by other Board members. However, he would like to know more about the preparation of the ESOL students for integration into the mainstream. He had been told that when the students were ready to go into the mainstream, the involvement by the ESOL staff became less aggressive. He would like to emphasize technology for ESOL students. Mr. Ewing had addressed the issue of how they determined success. He thought they needed an individual education plan for students similar to the IEP, an individual student profile. From these records they could have pre- and post-records on the child. He believed they should look internally before they tried to compare with external. He was also interested in the interagency aspects in terms of serving students and their families.

Mrs. Fanconi knew they had a number of members from the bilingual assessment team, but she was also concerned about translators they might need to have services accessible to parents. She was

concerned about teenagers entering the school system with no education in their own language. They probably could not graduate with 22 credits, and she wondered whether these children were receiving job training and learning English language skills. She was also interested in networking with the Community Action Agency. They had had one gentleman in that Division who worked with Asian students, and she would encourage them to do outreach on their public hearing to make sure county agencies had an input. It seemed to her they needed to contact Montgomery College, JTPA, the business community, congressional offices, and the HOC.

Mrs. Fanconi said she noticed they had someone from Viers Mill, but she thought they needed a closer relationship with the Wheaton Cluster because this was part of their challenge grant. She wondered what they could learn from this cluster's parent involvement and other things they were doing. It seemed to her that Bruce Crispell had been able to define the numbers of children who came into the school system from outside of the United States last year. She asked if they knew what countries these children were from or what the ages were. If they examined that group, they might be able to predict the current trend in immigration. She knew that activity buses had been at a premium and that some of the tutoring programs had not been able to be as effective. This was another piece for the group to examine.

Mrs. Fanconi thanked the committee for coming before the Board and requesting Board member input. Dr. Vance suggested that the committee invite Ms. Gutierrez to a meeting prior to preparation of their final report.

Re: PROPOSED OFFICE TO ADDRESS
COMMUNITY, BUSINESS, AND
INTERGOVERNMENTAL RELATIONS

Dr. Vance stated that as he reviewed the Board's agenda items he felt they had had a number of issues which were evolutionary in nature and might prevent MCPS from entering into a crisis stage as it addressed the incredible social, demographic, and political changes sweeping across the country. For example, with the elementary science curriculum they were out in front of the curve. He also cited global access and the LEP discussion. Today they had submitted a proposal for the Head Start demonstration project, and Mr. Ewing had pointed out that after funding ran out they would have a major decision to make.

Dr. Vance thought that the proposed office was needed to build a broader constituency that would continue over the decade to be highly supportive of the school system. The paper before the Board took many forms. At one point he had been prepared to submit a paper that was quite specific and detailed. At the last minute he did not feel it really expressed his sense of what the office was designed to do, and he decided to submit a concept paper.

Dr. Vance was convinced that the school system at some point in time was going to need a unit at an executive level with the considerable responsibility of facilitating the business of the school system as it related to its external constituents. These constituents included parents, students, government, chambers of commerce, and corporate partners. He and the deputies found themselves being consumed by these responsibilities and these obligations, and yet these activities enhanced the work of the school system. For example, with global access if they failed to maintain a high level of support from corporate Montgomery County they would fail. They needed someone to work with these issues. In his memorandum, he tried to detail the process that brought them to this point.

Dr. Vance proposed the establishment of an executive level office. Last year he suggested that creating this position would provide an improved model for responding to community concerns, building corporate relationships, improving interagency relationships, and reviewing public policy. In the months since that recommendation, he felt even more strongly that they needed such an office. The office would focus the external responses of the school system into a cohesive and collaborative executive staff unit that would be responsive to the social and government and corporate influences on public education. The office would realign student and interagency services into a model that would improve health and human services for students, strengthen interagency liaison at the county, state, and federal levels. The office would streamline existing interdepartmental initiatives with corporate, government and community partnerships, improve and expand parent information and training, and enhance volunteer services, school sponsorships, and regional private industry support. The purpose of the discussion today was to get the sense of the Board prior to his budget presentation.

Mrs. Gordon stated that this was a very interesting proposal, and she did not doubt the need. However, she did think there were other executive level administrative needs they had to address. They no longer had the area offices, and she was concerned they were not addressing the needs of parents and principals who had had the supports taken out from under them. Their needs were growing, and she did not see those needs addressed in this proposal. She would like them to give some consideration to what they had lost before they added something they had never had. The Office of School Administration had attempted to take on many of those responsibilities that were previously area office responsibilities, but it was overwhelming for that office to try and do this. She would like them to look at the implications of who they were serving and where people who were not part of government or business went for assistance. She asked whether staff had considered those kinds of issues. Dr. Vance replied that this was a strong point of view among members of the executive staff. The other issue which came up was technology and whether or not to have a position to manage this effort.

It seemed to Mr. Ewing that the superintendent had made a useful and interesting proposal. Before an office like this were established, the superintendent would need to have a set of specific set of options for executing this proposal. It was Mr. Ewing's view that the outreach functions with the business community and larger community did need executive direction. He thought there was nothing to prohibit such an organization from also playing a role in community outreach directly. The office could work with PTAs and other community members not associated with the business community. He would hope that office would do surveys of interest and information, problem identification, and problem resolution.

Mr. Ewing thought that an executive office of this sort ought to take some of the burden of representation off other offices within the central office. It did seem to him the biggest single unresolved issue apart from this was the continuing difficulty in persuading the general public that the Office of Administration was not the area office. He would not want them to have to choose between strengthening the Office of Administration and creating this office because he thought they needed both. He believed if they kept working at defining the role of the Office of Administration and created this office they would both work much better. The new office would provide needed services for the school system's relationship with the larger community.

Mrs. Brenneman asked about the qualifications they would be looking for to fill this position. For example, would they want someone with a foundation in education or someone from the business community? Dr. Vance replied that they would want someone with a demonstrated history of success. He would not limit to someone with a background in education or the corporate world or community experience.

Mrs. Brenneman said that she would not agree with Mrs. Gordon more. Although she could see the need for this kind of coordinator, she would rather put her dollars into positions that helped the teacher in the classroom and the principal at the school level. In the best of all worlds, the proposed position might be very useful, but this would not be her choice at this time.

Ms. Gutierrez thought it was a very good idea because they needed to be able to interface more effectively. She saw many needs both looking out to the community and inside the school system. She did not see this as a new unit but rather a reorganization of existing units that were scattered throughout the school system such as the Education Connection. She saw this new office as being the single point of contact to MCPS which was now lacking. This organization could provide services through giving information internally or externally. This could help them in their effort to be more fully accountable.

Ms. Gutierrez commented that Dr. Vance had tried to talk about what were the needs after the area offices disappeared, and she

thought this needed to be more fully developed. She was concerned that they might want this one new office to do everything. She was supportive of the idea, but there was some need for clarification of function and structure. She would want to see more details on staffing and on definition of functions. The concept of human relations and this office was not clear. She saw 90 percent of human relations as being internal to the system.

Dr. Cheung stated that in a system as large as MCPS there were a lot of needs. The issue was how they prioritized the needs. In the last three or four years a lot of programs had been cut, and people wanted to recapture some of those programs. They knew that the quality and the reputation of MCPS had been carried on the back of most of their parents and educational leadership. When they encountered budgetary shortfalls, they began to look outside of the school system to the people who were not that familiar with MCPS but who employed the products of the system. With the budgetary shortfall, they had to work much closer with various governmental agencies. It was important for them to work with business to bring new resources, not just financial, but ideas, as well as working with the government. The saying was that it took a whole village to raise a child, and he would paraphrase this to say it took a whole community to educate a student. He believed they had not fully capitalized on other segments of the community. He would like to see corporations include in their mission and goals a statement that they would support public school education. He said this was the key to improving public education in the United States.

Mr. Abrams commented that he was intrigued by the timing of this discussion. The real consideration would occur with next year's operating budget when they had a new Board of Education, a new County Council, and a new county executive. The climate would be determined by those November elections. He would urge flexibility and a modular approach depending upon the outcome of that election. There might be a strong sentiment among the voters for right sizing, and he was not certain that a budget transmitted to the next County Council and county executive that called for adding departments and positions would be viewed with favor. However, he would suggest that the function being described was one that was necessary. The superintendent had done a spectacular job of involving the business community. The office described might be filled by a private sector contribution to the public schools in terms of personnel and funds. The Board had supported the charter amendment which talked about various activities which would not count against spending affordability, and this might be a model for them to think about. He would suggest exploring this option after the election.

Mrs. Fanconi recalled that a year or so ago they had talked about this office it was tied very closely into OSAE and the different tasks required by the interagency human service projects. She was fearful that if this position were filled by a business person, the person would not understand student issues. She said

that Carl Smith had filled this role at the associate level and was very knowledgeable about the system and was an educator. She said that if it became politically impossible to get a position at an executive level, they might consider an executive assistant to Dr. Vance. Another way to do this would be to add support in the various offices.

Mrs. Fanconi said she would have preferred to see a more specific recommendation in terms of duties and costs. If she were continuing on the Board, she would suggest going back and reassessing whether or not they could continue to function as a growing school system with only the deputies and executive staff at the top or whether they had to begin to look at reconstituting the area offices. She encouraged the superintendent to assess where they were, bring the Board the impact of the cuts, and a plan for addressing the functions that should be replaced.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Mr. Ewing reported that he had visited Bel Pre ES which was a primary school. He thought it exemplified in its approach to its task everything that was contained in the MCPS policy on early childhood education. The school was part of the MCPS science pilot program and had a modified version of a reading recovery program, PEP, ESOL, Head Start, and EEEP. The school had marshalled a whole range of resources to use creatively for children. The one thing missing was all-day kindergarten. It was the sense of the principal that after the loss of all-day kindergarten that first graders were not as well prepared as they had been. He hoped that the principal would testify when the Board discussed all-day kindergarten regarding the difference in student performance. He would encourage other Board members to visit this school.

2. Mr. Ewing was concerned about comments he had heard from people following the work of the task force on year-round schools. It appeared that materials presented to the group were biased in favor of year-round schools and that the work of those critical of year-round schooling was not being shared with the group. He hoped this was not true. He thought it was important to have a balanced set of views before the group. He asked the superintendent to take a closer look at this. Dr. Vance indicated that he was in the process of doing this.

3. Ms. Gutierrez stated that she had received information from the Federal Relations Network that the Elementary and Secondary Education Act did pass and would authorize \$12.7 billion for education in the 1995-96 school year. She said that it would be important for the Board and staff to keep on top of this funding.

4. Mr. Abrams reported that this weekend was Richard Montgomery High School's first homecoming with a new principal. He complimented Dr. Fleeger and the student government leadership and the county's interagency board on the use of facilities. The school's first choice for homecoming fell through, and the

interagency board told them they had no place to offer. The school then worked with Camden Yards as a location, but at the last minute the ICB made the executive office building cafeteria available. He thanked Dr. Fleeger for his handling of the situation and wished the students well on their homecoming celebration.

5. Mrs. Fanconi stated that she had attended the Health and Human Services three-day retreat and had provided the Board with a memorandum.

6. Mrs. Fanconi indicated that she had gone to Baltimore to accept the first check for the school-based health centers at Harmony Hills and Broad Acres. Dr. Grasmick had told her that if Maryland continued in the competition there would be over \$2 million accessible to the two counties chosen. She also recommended that they add two members to the Medical Advisory Committee to represent the two school-based health centers.

RESOLUTION NO. 703-94 Re: CLOSED MEETING - OCTOBER 24, 1994

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on Monday, October 24, 1994, at 7:30 p.m. in closed session to discuss personnel matters, matters protected from public disclosure by law, and other issues including consultation with counsel to obtain legal advice; and be it further

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

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

Re: REPORT ON CLOSED SESSION -
SEPTEMBER 26, 1994

On September 8, 1994, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Monday, September 26, 1994, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Monday, September 26, 1994, from 7:30 p.m. to 8:30 p.m. The meeting took place in room 120 of the Carver Educational Services Center, Rockville, Maryland.

Board members approved the appointments of an assistant to the associate superintendent for special and alternative education and a personnel specialist. These votes were confirmed in open session. The Board discussed joint competitive bidding efforts with the county government for savings in contracts with health maintenance organizations. The Board consulted with its attorney regarding Question D on the November ballot and what the Board could and could not do regarding joining with other organizations in opposition to this question.

The Board also reviewed decisions and orders in BOE Appeal Nos. 1994-5, 1994-16, and 1994-19. They adjudicated BOE Appeal No. T-1994-40.

In attendance at the closed session were Steve Abrams, Larry Bowers, Judy Bresler, Carole Burger, Alan Cheung, Blair Ewing, Carol Fanconi, Tom Fess, David Fischer, Hiawatha Fountain, Kathy Gemberling, Wes Girling, Bea Gordon, Ana Sol Gutierrez, Elfreda Massie, Brian Porter, Phil Rohr, Roger Titus, Paul Vance, Mary Lou Wood, and Melissa Woods.

RESOLUTION NO. 704-94 Re: HIGHER EDUCATION TASK FORCE ON
TEACHER EDUCATION

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

Resolved, That the Board of Education schedule time to discuss the Higher Education Commission Task Force report on teacher education.

Re: NEW BUSINESS

The following items of new business were introduced:

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

Resolved, That the Board of Education schedule a discussion of how alcohol prevention was taught in MCPS and to look at the system-wide discipline policy in regard to possession and use of alcohol.

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

Resolved, That the Board of Education be provided with an information item on the expectations of MCPS with respect to the role of principals in schools with health centers and other social services and how MCPS provided support to those principals in the conduct of their roles.

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

Resolved, That the Board of Education schedule a discussion on Mr. Ewing's memo proposing a requirement for four years of social studies, including two years of a course on world history and cultures and other possibilities for additional credits in social studies.

Mrs. Gordon assumed the chair.

4. Mrs. Fanconi moved and Ms. Converse seconded the following:

Resolved, That the Board consider expanding the Medical Advisory Committee by two members to have representatives from Broad Acres Health Center and the Harmony Hills Health Center.

Mrs. Fanconi assumed the chair.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Pre-K-8 Health Curriculum (for future consideration)
3. Construction Progress Report

RESOLUTION NO. 705-94 Re: ADJOURNMENT

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

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

PRESIDENT

SECRETARY

PLV:mlw