

APPROVED
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Rockville, Maryland
October 24, 1994

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, October 24, 1994, at 8 p.m.

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

Absent: Mr. Stephen Abrams

Others Present: Dr. Paul L. Vance, Superintendent
Mrs. Katheryn W. Gemberling, Deputy
Dr. H. Philip Rohr, Deputy

RESOLUTION NO. 708-94 Re: BOARD OF EDUCATION AGENDA - OCTOBER
24, 1994

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

Re: ANNOUNCEMENT

Mrs. Fanconi announced that Mr. Abrams would be absent and had sent his apologies. Ms. Gutierrez would be late.

Re: FIRE SERVICE CADET PROGRAM

Dr. Vance introduced Lt. Richard Bowers, Mr. Donald Flynn, and Ms. Robin Lupia. He explained that the MCPS High School Fire Service Program was the first place winner in the 1993 Junior Fire Fighters Award. Ms. Lupia presented the award to the members of the Board of Education and introduced Deputy Chief Lowell Jackson. Chief Jackson stated that the MCPS program had started in 1973, and this was the second time the program had won the first place award. He was proud of the program and thanked the Board for supporting it because the Montgomery County Fire and Rescue Department depended on the program for recruitment. On behalf of the Board, Mrs. Fanconi extended thanks to the staff and the fire department.

RESOLUTION NO. 709-94 Re: AMERICAN INDIAN HERITAGE MONTH

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

WHEREAS, On November 4, 1993, a resolution was introduced in the Senate of the United States to designate the month of November in each of calendar years 1993 and 1994 as "National American Indian Heritage Month"; and

WHEREAS, American Indians were the original inhabitants of the lands that now constitute the United States of America; and

WHEREAS, American Indians have made distinct and important contributions to America and the rest of the world in many fields, including agriculture, medicine, music, language, and art; and

WHEREAS, American Indian students and staff contribute to the success of the Montgomery County Public Schools through their participation in all aspects of education; and

WHEREAS, The American Indian community has enriched our county in many ways; now therefore be it

Resolved, That on behalf of the superintendent of schools and staff, the Board of Education hereby declare the month of November 1994 to be observed in Montgomery County Public Schools as "American Indian Heritage Month."

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. George Ting, ACAMP
2. Myra Owens
3. Michelle Turner, Glen Haven ES PTA
4. Nancy Suniewick, Community Coalition - B-CC
5. Diane Cockrell, Rockwell ES PTA
6. Jim Humphrey, Rockwell parent

*Ms. Gutierrez joined the meeting at this point.

7. Barry Witt, Commission Baseball/Basketball, Damascus Area
8. John King, Rockwell parent
9. Dr. Terry Reister, Coordinator, Greater Damascus School School Action Team
10. Kenny Keith, Damascus Sports Association
11. Fergus Sugrue, Rockwell parent

Re: SPENDING AFFORDABILITY

Dr. Vance reported that today the County Council had taken final action on spending affordability guidelines for FY 1996. He indicated that their increase would be \$15.2 million; however, their preliminary estimate was they needed \$38 million for growth,

inflation, and other factors. He introduced Mr. Larry Bowers, chief financial officer.

Mr. Bowers described how the Council arrived at the spending affordability guidelines and what the impact of Question D might be. The \$15.2 million set a very low guideline for MCPS. In addition, he thought they would be hearing from the county executive and the Council about reducing expenditures this year. Last year the revenues had increased from the October projections, but this year the revenues were projected to decrease by \$6 million. The Council discussed other taxes including the excise taxes for utilities, beverage containers, and hotel and motel which were scheduled to sunset on July 1, next year, and the Council decided to assume that not all taxes would sunset.

The \$15 million was an increase of about 2 percent over the current year's budget. MCPS was opening two middle schools which equalled \$4.2 million. The total cost of growth would be \$14.2 million. The cost of employee benefits and insurance would be \$10 million, and they were looking at \$6 million in personnel steps and increments as well as about \$7 million in inflation. As Dr. Vance had indicated, they were looking at an increase of about \$37 million. He believed that this year's gap was more significant than last year's. It was impossible to predict what would happen with the county revenues over the next couple of months, particularly with income tax. The Council was always concerned about the loss of revenue and had taken a very conservative view of state projections. They were actually looking at about a \$13 million increase in state revenues next year in the basic state aid formulas and the LEP formula which had been modified last year. However, the \$13 million would go into the county revenue pot which was one of the concerns of the Board had about the process and the impact of spending affordability on MCPS.

Mrs. Fanconi stated that they would have less money than they needed to run the system for new students. This was based on the best case scenario which assumed that Question D would not pass. The Board had taken a formal position in opposition to Question D, and she encouraged voters to look very carefully at the impacts of the loss of \$84 millions in count revenues. Mr. Ewing commented that the spending affordability process was one that the Council itself had adopted. It managed to tie itself and voters and public education in knots unnecessarily. It made these decisions on spending affordability in October, ten months before the start of the fiscal year and did so with no reference to need. He had been on the Board for 18 years and every fall revenue projections were very grim. However, in the spring the revenue projections came up. He believed that the intent of low projections in the fall was to get agencies to adopt very conservative budgets so that the Council would not have to make hard decisions in the spring.

Mrs. Gordon temporarily left the meeting at this point.

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RESOLUTION NO. 710-94 Re: PARTIAL CAPITALIZATION OF SELECTED
CAPITAL PROJECTS

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

WHEREAS, The Montgomery County Office of Management and Budget has recommended the capitalization of county wide capital expenditures incurred as of June 20, 1994; and

WHEREAS, MCPS' external auditors, Peat Marwick, concur with this recommendation; now therefore be it

Resolved, That the following projects be partially capitalized in FY 1995:

| <u>Project No.</u> | <u>Project</u> | Partial Capitalization <u>of Expended Funds</u> Amounts in Thousands |
|------------------------|------------------------------------|---|
| 9928 | Asbestos Abatement - MCPS | \$1,223 |
| 9959 | Energy Conservation - MCPS | 884 |
| 9997 | Facility Wiring for Cable TV | 214 |
| 9902 | Design, Engineering & Construction | 2,207 |
| 9917 | Future School Modernization | 1,168 |
| 9970 | Educational Tech - Learning Hubs | 120 |
| 9916 | HVAC Replacement - MCPS | 1,737 |
| 9915 | PLAR | 2,221 |
| 9963 | ADA Compliance - MCPS | 637 |
| 968-07 | Relocatable Classrooms | 1,142 |
| 9942 | Roof Replacement - MCPS | 1,689 |
| 9994 | Educational Technology - SIMS | 2,262 |
| 9912 | Two-way Interactive TV Project | 216 |

RESOLUTION NO. 711-94 Re: CHANGE ORDER OVER \$25,000 - DAMASCUS
HIGH SCHOOL

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

WHEREAS, The Department of Facilities Management has received a change order proposal that exceeds \$25,000; and

WHEREAS, Staff and the project architect have reviewed this change order and found it to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change order for the amount indicated:

Project: Damascus High School

Description: During excavation for the Phase II addition work, rock was uncovered. This material must be removed to obtain adequate bearing capacity for new building foundations and paving. The cost of this work was determined in accordance with unit prices that were included in the bid documents

Contractors: Kimmel & Kimmel, Inc.

Amount: \$79,785

RESOLUTION NO. 712-94 Re: GRANT OF DEED AND EASEMENTS TO MONTGOMERY COUNTY GOVERNMENT AT MARTIN LUTHER KING, JR. MIDDLE SCHOOL

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

WHEREAS, The Montgomery County Government has requested a Deed and Slope Easement Agreement at Martin Luther King, Jr., Middle School located at 11700 Neelsville Church Road in Germantown in order to construct MD 118 Extended; and

WHEREAS, The road improvements will require a public dedication of 8,725 square feet of land along the MD 118 Extended frontage of the site, 21,740 square feet of adjacent slope easement for grading, and 3,980 square feet of land for perpetual storm drainage; and

WHEREAS, The Montgomery County Government has held public hearings on its plans and has agreed to restore the slope easement area disturbed with crown vetch and seedling trees; and

WHEREAS, Although some trees will be removed, the proposed dedication will benefit both the school system and community by providing road improvements and a pedestrian walkway to the school and will not affect any land anticipated to be utilized for school purposes; and

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

Resolved, That the president and secretary be authorized to execute a deed and slope easement agreement dedicating the land necessary

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to make road improvements along the frontage of MD 118 Extended at Martin Luther King, Jr. Middle School.

RESOLUTION NO. 713-94 Re: RECOMMENDATION TO SUBMIT AN FY 1995
GRANT PROPOSAL FOR THE SCIENCE,
MATHEMATICS, AND COMPUTER SCIENCE
PROGRAM AT MONTGOMERY BLAIR HIGH
SCHOOL

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

Resolved, That the superintendent of schools be authorized to submit an FY 1995 grant proposal for \$4,043, to the National Aeronautics and Space Administration for the Science, Mathematics, and Computer Science Program at Montgomery Blair High School; and be it further

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

RESOLUTION NO. 714-94 Re: RECOMMENDED FY 1995 SUPPLEMENTAL
APPROPRIATION FOR A COMPUTATIONAL
SCIENCE PROGRAM AT MONTGOMERY BLAIR
HIGH SCHOOL MAGNET PROGRAM

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1995 supplemental appropriation of \$442,649 in federal funds from the National Science Foundation, under the Applications for Advanced Technology Program for a Computational Science Program at Montgomery Blair High School Magnet Program, in the following categories:

| | <u>Category</u> | <u>Position*</u> | <u>Amount</u> |
|----|------------------------|------------------|---------------|
| 01 | Administration | | \$ 663 |
| 02 | Instructional Salaries | 2.0 | 167,036 |
| 03 | Other Instruct Costs | | 231,203 |
| 10 | Fixed Charges | | 43,747 |
| | TOTAL | 2.0 | \$ 442,649 |

* 1.0 Project Specialist, Grade E (12-month)
 .5 Teacher, Grade A-D (10-month)
 .5 Fiscal Assistant I, Grade 13 (12-month)

and be it further

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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. 715-94 Re: UTILIZATION OF FY 1995 FUTURE SUPPORTED PROJECT FUNDS FOR THE EMERGENCY IMMIGRANT EDUCATION PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1995 Provision for Future Supported Projects an additional grant award of \$51,967 from the Maryland State Department of Education (MSDE), under the Emergency Immigrant Education Act (P.L. 98-511, Title VI), to provide supplementary educational services to immigrant students in Grades K-12, in the following categories:

| | <u>Category</u> | <u>Positions*</u> | <u>Amount</u> |
|----|------------------------|-------------------|---------------|
| 02 | Instructional Salaries | 0.6 | \$40,563 |
| 10 | Fixed Charges | | <u>11,404</u> |
| | TOTAL | 0.6 | \$51,967 |

* 0.6 Bilingual Therapeutic Counselor Grade 20 (12-month)

and be it further

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

RESOLUTION NO. 716-94 Re: UTILIZATION OF FY 1995 FUTURE SUPPORTED PROJECT FUNDS FOR THE LEADERSHIP TRAINING INSTITUTE AT JOHN F. KENNEDY HIGH SCHOOL

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

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 \$29,611 in partnership with the University of Maryland, from the U.S. Department of Education under the Dwight D. Eisenhower Leadership Program, for the Leadership Training Institute at John F. Kennedy High School, in the following categories:

| | <u>Category</u> | <u>Amount</u> |
|----|---------------------------|---------------|
| 02 | Instructional Salaries | \$12,140 |
| 03 | Other Instructional Costs | 16,500 |
| 10 | Fixed Charges | <u>971</u> |
| | TOTAL | \$29,611 |

and be it further

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

RESOLUTION NO. 717-94 Re: UTILIZATION OF FY 1995 FUTURE SUPPORTED PROJECT FUNDS FOR JOHNS HOPKINS UNIVERSITY/MONTGOMERY COUNTY PUBLIC SCHOOLS GRANT PROGRAM

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

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 \$13,614 from Johns Hopkins University for the master's of science degree program in special education, in the following categories:

| | <u>Category</u> | <u>Positions</u> | <u>Amount</u> |
|----|-------------------|------------------|---------------|
| 04 | Special Education | .2 | \$13,042 |
| 10 | Fringe Benefits | <u> </u> | <u>572</u> |
| | TOTAL | .2 | \$13,614 |

and be it further

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

RESOLUTION NO. 718-94 Re: UTILIZATION OF FY 1995 FUTURE SUPPORTED PROJECT FUNDS FOR CONTINUATION OF THE TRINITY COLLEGE PROGRAM

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

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 \$21,448 from Trinity College

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for the Trinity College master's of arts degree program in special education, in the following categories:

| | <u>Category</u> | <u>Amount</u> |
|----|-------------------|---------------|
| 04 | Special Education | \$20,716 |
| 10 | Fixed Charges | <u>732</u> |
| | TOTAL | \$21,448 |

and be it further

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

Mrs. Gordon rejoined the meeting at this point.

RESOLUTION NO. 719-94 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

| <u>Appointment</u> | <u>Present Position</u> | <u>As</u> |
|--------------------|--|--|
| Rose M. Ray | Systemwide Training Specialist Systemwide Training Unit | Supervisor, Special Education Services Dept. of Special Ed. Programs & Services Grade O Effective: 10-25-94 |

RESOLUTION NO. 720-94 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

| <u>Appointment</u> | <u>Present Position</u> | <u>As</u> |
|--------------------|--|---|
| Jose W. Stevenson | Acting Research/ Statistical Coord. Div. of Inst. Eval. & Testing | Coordinator of Student Testing Div. of Inst. Eval. & Testing Grade N Effective: 10-25-94 |

Re: 1993-94 REPORT OF THE MONTGOMERY
COUNTY ADVISORY COUNCIL ON CAREER
AND TECHNOLOGY EDUCATION

Dr. Vance introduced Mr. Jack Schoendorfer, staff liaison, and Mr. Al Ferraro, chair of the Council. The Board had a copy of the 1993-94 report as well as list of its members. The report summarized the major efforts of the Council over the past year and offered a recommendation for the Board's consideration.

Mr. Ferraro commented that the Council had had a busy year combining the two committees. They worked on a number of projects, some related to Montgomery College. They did review the special populations programs including the NAILS program and the wonderful program at Edison dealing with auto body and auto mechanics. The committee thought the Edison program was an excellent one because these students would be able to go out into the workplace and they were learning hands-on English related to their trades. They also looked at the Perkins funding and had found that Mr. Schoendorfer and his staff were doing very well in that area.

Mr. Ferraro said their recommendation came down to requesting more money for career education because the equipment costs were high and the needs were great. They hoped that the Board could match the Perkins funding and hoped the Board would take this under advisement.

Mr. Ewing stated that the recommendation was a good one, and he knew they appreciated the reasons why the Board had difficulty matching the grant. He asked about expectations for Perkins money and whether it would continue to decline. Mr. Schoendorfer replied that the expectation was not for a decline, rather they expected level or slightly increased funding for the next fiscal year.

Dr. Cheung recalled that there were a number of programs supporting school-to-work initiatives, and the government had consolidated some of these programs. The school-to-work initiative was incorporated in the Goals 2000 or the appropriation for the Elementary and Secondary Education Act. He wondered how much money they would receive from this source. Mr. Schoendorfer replied that at this point the State of Maryland was not one of the eight states receiving first year grants for school-to-work transition. This year the state did get some money for planning by consolidating some funds from Perkins and from JTPA.

Ms. Gutierrez commented that this was a very important committee and a very important effort for the Board. She was delighted that the combination of the two committees went so smoothly. She wanted to pursue looking into the school-to-work transition that had been approved by Congress and was a major initiative of the administration. She wondered whether they had started to link into this. Mr. Ferraro explained that combined with the Private

Industry Council they had put together a proposal to the State of Maryland to go after some big money. However, they missed; but they were hopeful that next year they would get the jackpot. They had a very good proposal, and they were targeting some industries to participate so that they would have a combined program with the world of work.

In regard to state funds, Mr. Schoendorfer reported that there were two grants made of \$50,000 each to Anne Arundel and Harford counties. These funds came from Perkins and JTPA and was not school-to-work transition money. The state submitted an application to the federal government for this funding and although it was among the finalists, it did not make the final cut. They felt they would be in a good position for next year, and the funding would be for a five-year period.

Ms. Gutierrez wished that the report had given the Board a little more basis to evaluate or improve the program. The committee could take on program accountability reports which would tell the Board if they were spending their money well and getting the results they wanted to get. Were they adequately defining the curriculum in this area? She thought the committee had a wonderful objectivity and an outsider view of what they were doing which would be very useful to the Board.

Mrs. Fanconi thanked the committee for its hard work. The Board had said over and over again how critical it was to look at programs for all children and that these programs were important. She thought they all had to continue to look at ways to partner with other groups and to continue to look for grants. Ms. Gutierrez said they were in a unique position to look at Montgomery College and MCPS. She had always felt there were opportunities they had not yet fully explored of working closer with the College, particularly for older students who had not yet completed high school. In other school systems, these students could complete their high school or their certificated program in a community college. As MCPS had more of those students, particularly from the minority populations, it would be appreciated if the Council could suggest innovative ways to set up a pilot with Montgomery College. Mr. Ferraro replied that this was a good recommendation.

Mrs. Fanconi again thanked the Council.

Re: BOE ACTION AREA - OUTCOMES/
ASSESSMENTS - SOCIAL STUDIES -
NATIONAL, STATE, AND LOCAL
GOVERNMENT A AND WORLD HISTORY
GRADUATION REQUIREMENT

Dr. Vance said the first part would be National, State, and Local Government which was a discussion requested by Mr. Ewing. This was a timely topic in light of the national task forces, the area of

social studies in general, and government and politics, in particular. Scholars, educators, the business community, and political leaders were working together to identify and implement standards for graduates in the year 2000. The MCPS courses, National, State, and Local Government A and B, were originally developed in 1975 and had been revised to reflect new local and state mandates, changes in the field of inquiry, and the changing needs of the community. The first course prepared students for the Maryland Test of Citizenship Skills. It was originally developed for the ninth grade and was now offered in the tenth grade. Since this happened in 1990, student success with the citizenship test had steadily increased.

Dr. Vance said they had been pleased with how this course had maintained its integrity over time. When the state had set its guidelines for the test, the MCPS curriculum met the guidelines. When a national curriculum was produced for civic education, their curriculum matched it. Now they were finding that their curriculum addressed almost all of the newly released national standards for government and politics.

Dr. Joseph Villani, associate superintendent, introduced Dr. Rich Wilson, coordinator for secondary social studies; Mr. John Day, specialist in social studies; Dr. Cindy Sullivan, director of the Department of Academic Programs; Mr. Chris Berry, social studies resource teacher at Magruder; Ms. Fotini Economides, social studies resource teacher at Einstein; Mr. Crawford Clark and Ms. Patricia Flanagan from Einstein; and Mr. Bob Handler from Magruder. Dr. Wilson had prepared a presentation to give a brief overview of the course and to discuss this with the Board.

Dr. Wilson explained that the course was organized around four themes, and one of the stated objectives of the course was to prepare students for the citizenship test. The course met almost all the requirements of the national task force. The course was basically organized around governmental purposes, governmental structures and functions, rights and responsibilities, and politics and political behavior. The second part of the course used to be called Contemporary Issues and used a lot of local and state examples which reinforced what was covered in the first part. The state used domains for the citizenship test, and these domains matched the NSL themes.

Mr. Ewing stated that he was concerned about what they were doing, and he hoped staff would tell him he need not be concerned. His original request was that they ought to assess the extent to which they could in this course increase state and local government content and to teach students about data from survey research and to increase the extent to which they informed students about the role of interest groups and lobbyists. The response indicated that some of these things were being done, but if other issues were covered, they would have to eliminate other content and interfere

with student performance on the state citizenship. While he did not want to interfere with performance on the test, it went against the grain to have a course with the primary purpose of getting students to pass a citizenship test. It was at best an irritant and at worst a distortion of what ought to be a basic course in national, state, and local government.

Mr. Ewing remarked that a more fundamental concern had to do with what he perceived to be a national as well as a local problem which they probably could not solve. It seemed to him that the current public discourse about government and politics reflected a fundamental misunderstanding about the nature of American government. One heard that people were angry about gridlock, but the American system was designed for gridlock. One had only to read the Federalist Papers to understand that. It was not that people wanted government to do nothing, but they did not want government to be in the hands either of a majority or a set of interest groups that could prohibit government from taking effective action. The media told them that government did not work, but this reflected the intent of the founders. He suggested that teachers should explain to the media how things were really supposed to work, but this would not happen.

Mr. Ewing wondered if they were doing enough in this course to get across to students what the intent was of the governmental system, what its genius was, what its special properties were, and why it had such attraction to so many people around the world. The puzzle was that the American people were so dissatisfied with their government, when other people thought that the American government model should be emulated. He hoped that they dealt with this issue in class. He worried that meaning in terms of what it was they were trying to explain did not get lost in the interest of everyone having an opinion about whether the government was good or whether rights were being properly balanced with responsibilities. He was interested in student opinions, but he was more interested in making sure that students understood the meaning of the American system.

Mr. Ewing hoped that they were producing students who could understand the structure of the constitutional system, not just students who could pass the citizenship test. He wanted students to know what it meant to have a democratic society and to structure things so that neither the majority nor the special interests could always have their way. When he spoke of public opinion polls, it was not that they should govern by opinion polls, but they were useful devices to understand where the public was. All too frequently they got advice from the media about polls which was not the result of survey research. He would like to know whether or not they were fusing meaning, understanding, and insight into how government worked. He thought that the national standards were not standards. They were questions, and he supposed there were

specific answers to those questions. If there were not specific answers, he was not sure how useful the standards were.

Mr. Ewing stated that he was concerned that what they were doing was teaching to the citizenship test, and he did not know what else they were doing. He was worried that they were not ensuring that the meaning of their governmental system was getting across.

Mr. Handler said that this year they started with the segment on elections and included in that unit was an objective dealing with the nature of polls, random sampling, phrasing questions and results of that phrasing, and lobbying groups. He felt comfortable that the issues raised by Mr. Ewing were covered in his classes. He emphasized that they were not teaching to the test because the course came before the test.

Mr. Clark reported that in his classes he had 20 to 25 nations represented. These students always asked why American government worked the way it did. He had to explain the meaning behind government and why it was organized the way it was. Today he had told students that democracy was not the most efficient form of government. Democracy required long processes which were safeguards, and the safeguards were put there intentionally so the president or the legislature overrun. His students discussed how government worked in their native countries, and he blended in how government worked in the United States.

Ms. Gutierrez expressed her agreement with Mr. Ewing regarding the important part of the course. When the Board had a presentation on hands-on science, she had seen students getting involved with all the concepts, but with social studies it was harder to see that happening. She was concerned that they were not doing the subject justice in terms of scope and framework that Mr. Ewing had talked about. Staff had said that a preliminary analysis of the content of the course showed a high correlation between the objectives and standards proposed by the National Task Force on Civics and Government. She saw the national standards being much broader than any of the themes or areas identified, particularly when they talked about American politics and government and world affairs. She agreed they should build upon the various experiences of their students to make all students understand that the United States had one form of government, but there were many others. However, she did not see this idea in the materials presented to the Board.

Mr. Berry replied that the second half of the year was more of a practical application of the principles learned in the first semester. In the second semester they had units on foreign policy, economics, and human relations. Ms. Economides added that even in the first part they began with a unit on order and basic functions of government. They reviewed various types of government, not just democracy. At that point, students had an opportunity to talk

about their own experiences in their native lands, and there was a great deal of comparing and sharing.

Ms. Gutierrez commented that this was the test for most foreign born students that was the barrier to graduation and other things. The scores for these students indicated that MCPS was not doing a tremendously good job, even if they were teaching to the test. She did not understand why. She was getting feedback from teachers and students about how complicated the material was and how boring it was. The materials did not facilitate learning. She saw they were using hypercards from other states, and she wondered why they were not using information about Maryland. She asked about translating the materials into many languages. She asked why their performance was so poor.

Mr. Berry replied that there was no easy answer. It was a very concept-related test. It required a lot of rote memorization, and it was very language intensive. It was the kind of test that took an incredible amount of time to prepare for, particularly for students who were not native speakers of English. They did have a number of hyper-media programs they had developed in house that had proven successful with all students who had had difficulty with the test.

Ms. Economides added that she had been somewhat successful. She had taught ESOL national, state, and local government and honors national, state, and local government. Initially all students had a difficult time because they had no frame of reference to the concepts. Many of them had never heard of oligarchy let alone seen it, or totalitarianism or dictatorship. It was like a foreign language for foreign students as well as the American students. Ms. Gutierrez said she could not disagree more that they had no point of reference. Everyone had lived in an organized society of one shape or another. Salvadorian students could tell her what an oligarchy was better than anyone present because they lived in an oligarchical society. Ms. Economides replied that for many students a big part of the problem was language. Ms. Gutierrez felt they had an incredibly rich point of reference because these students came from different forms of societal organizations. They needed to look at the course in a broader sphere to see how they could make linkages to those who had not been raised in Montgomery County.

Mr. Handler explained that the course was conceptual, but the test tended to be a trivia test which came down to how many years a person served in office which was very much language oriented. The course was built around concepts such as why they had government, what was the concept of checks and balances, how do citizens create change, etc. At Magruder they worked very closely with the ESOL department, and he thought they had a pretty successful rate, and he knew that other schools had improved their rates. He had asked the state to put the test in the language the students understood,

but the state's response was that students had to pass the reading and writing and math test in English. Mr. Berry thought that state did not understand the magnitude of the number of ESOL students in Montgomery County. Ms. Gutierrez knew of one ESOL teacher who had been teaching for five years and had had every single student pass the first time.

Mrs. Fanconi suggested that they might want to look at putting the trivia part on a computer that students could use on their own while teachers covered the concepts parts in class. Another idea would be to start out in first grade teaching government.

Dr. Cheung appreciated staff's responses to Mr. Ewing's concern and questions. In a way, the staff was trying to educate the Board because this was a subject matter that he was not as familiar with. In terms of the concepts, he looked at the differences between the national and local government in the area of formulating legislation. In terms of legislative implementation, it was quite different. He pointed out that the Board of Education was local government and was supposed to be making policy while the superintendent implemented policy. The Congress made legislation and expected the administration to implement it, but there was little oversight. Citizens were feeling frustration because of the inaction at the national level.

Dr. Cheung stated that he had talked to some high school students this summer. They could not name the superintendent of schools, most knew the name of the governor, and few knew their United States senators. He thought that students needed to have some understanding of who affected their lives. For example, he wondered how they could use the election of the student Board member to demonstrate the democratic process, politics, and political behavior.

Mr. Berry wondered how many adults could answer the questions posed by Dr. Cheung. He explained that they did spend a lot of time working with the principles of government to provide basic information. Then they tried to look at some of the subtleties that Mr. Ewing referred to such as the incremental process of government and the historical basis for government. They did spend some time looking at the student Board member election. They spent a couple of days in class looking at the issues, talking about the candidates, etc. He believed that the course itself was very vibrant. Mr. Handler commented that the closer to the level of government there seemed to be less interest. On the other hand, the closer to the level of government the more effect on the individual. In class they did talk about what things that most affected students directly. The responses usually involved the Board of Education, County Council, or the state. Teachers did work hard to explain to students that it was important to be involved in the elective process particularly at the local level because of the direct effect it had on their lives.

Mr. Ewing commented that what teachers did in the classroom in their course in the one year was as important as anything they did in public education. His view was that it had never been more important. The fabric of society was not as tough as people thought, and it seemed to him that the current dissatisfaction with politics and public officials came close to rending that fabric in a dangerous way. He thought they had a very serious problem. As one who had taught both government and American history, he said that they had never had a more sour public mood and this was dangerous. It was based in part on a misunderstanding of public life, and he hoped that they could correct that misunderstanding.

Mrs. Fanconi agreed with Mr. Ewing. If they could not do it, who could? If they could not instill in students the excitement of their first vote. If they wanted to know how well they were doing in state and local government, they had to look at the number of students who registered to vote. They had to excite these students about government and point out that what they had was not guaranteed. It was a participatory process, and their participation was important. It was important to society that the school system work to produce good citizens.

Dr. Vance stated that he had admiration and respect for what social studies teachers had done. It was troublesome when the citizenship test was first developed and implemented. It was the only state-mandated test related directly to a specific course. In MCPS they protested to no avail because it would have a direct affect on what they taught. He knew the extent to which teachers tried to accommodate that while at the same time broadening the scope of what they were imparting to students. He noted that statewide the average passing score by eleventh grade African-American youngsters on the citizenship test was barely above 70 percent, but in MCPS it was 92 or 93 percent. The passing rate for Hispanics was 88 to 90 percent, and the passing rate for Asians was almost as high as white youngsters or 93 or 94 percent. He knew it took a lot of effort, and he expressed his appreciation for their work.

Mr. Berry stated that he was comfortable in saying that their course was not driven by the test. The course complemented what was on the test. They did spend time preparing students for the test, but they did maintain the integrity of the course.

Dr. Villani explained that social studies, part two, had been under development for the last two years. The Maryland State Department of Education and State Board passed a requirement that for the class of 1997, all students must have one credit in world history. MCPS staff had been working to ensure that its modern world history course was comprehensive and did what the state expected it to do and what MCPS believed to be good social studies learning. In addition, the course was an attempt to deal with a multicultural world history course from the 1500's to the present.

Dr. Wilson reported that the work they started two years ago was based on a study at U.C.L.A. which was an outgrowth of the Bradley report. The work from U.C.L.A. happened to dovetail when there was a call for national standards in history. MCPS took those guidelines and looked at the state's multicultural bylaw and created a world history that was significantly different from the one they had now. It reflected the National Center model for the world history part. It reflected the state bylaw, and they were planning to pilot test this curriculum beginning next September.

Dr. Wilson explained that the first semester came from the ideas of Paul Kennedy and his work on the rise and fall of great powers. The first semester covered 1500 to 1914 and was organized around major ideas, topics, and movements. The second semester was devoted to the 20th century and had two major parts. One was the world in the turmoil, and the second was post-1945. The last unit was a two-week unit designed as a problem solving exercise where students took what they had learned and applied to a variety of possible scenarios. The curriculum was integrated with the humanities, economics, and philosophy. The course was covered from multiple perspectives. For example, students would find out what the Chinese thought of the Europeans, and they would base this on Chinese sources. They would look at what people said about their own history and their own heritage. It was interconnected because they would look at the world at various periods of history together. They would look at the world and connect it, and they hoped to use all the technology available to make this a very creative course supported by visuals and primary sources.

Dr. Wilson said they had been asked why it would start with 1500. They decided to try to do something well because they only had about 160 or 170 days of instruction. He noted that the Wye Oak was a beautiful tree, but if they spent too much time looking at the roots they would never get to the tree. In this course, they were going to look at the tree.

Mr. Ewing stated that he was in full fledged disagreement with Dr. Wilson's last statement. It seemed to him that if one did not understand the roots, it was very hard to have a context for understanding subsequent growth and development. Many of the major strands of American history went back to classical Greece and Rome and to the Enlightenment in Europe. It would be difficult for students to understand American government, politics, and history without some understanding of the contribution of classical civilizations.

Mr. Ewing said that a point was made in the book, Cultural Literacy. The author stated that if they were to talk to some young people today who had read Catcher in the Rye and not much else, they might get a certain kind of perspective on their understanding of the world based on that. If a student who had read only that were to walk today through the Louvre, the student

might as well be marching through a modern art museum because the images there were drawn from the Bible and Greek and Roman mythology and would mean nothing to the student. The student would have no sense of the messages and context. The same would be true if the student went through a gallery in Peking and looked at ancient archeological finds.

He thought it was important for students to have this cultural background. He also knew that not all things could be known in high school courses, but it seemed to him that to begin at the year 1500 was to leave out a vast amount of their history as a people in the world. For that reason, he had suggested they needed a two-year world history course, both required for graduation. This and the government course would be ideal in terms of preparing students for life in the modern world.

Mr. Ewing realized that students did cover older cultures and civilizations in middle school and in the upper elementary grades, but his guess was it was not in great depth. He was concerned because they were leaving out a huge amount of learning that was relevant. It has been stated that for one to be a successful citizen, one had to be able to understand the communications going around. People did not read because they did not understand very much about the context because they had not had the educational experiences to do that. Illusions to what used to be the body of knowledge that every educated person possessed no longer made any sense. It seemed to Mr. Ewing that students needed to know about ancient history, medieval history, the history of China, the history of Africa, and the origin of mankind. If they did not have time to cover these in one course, then they should take the time to cover the material in a two-year course.

Dr. Cheung said that he had been impressed with Joseph Campbell, Bill Moyers, and the Power of Myth. They traced back various cultures to show a common link. They compared the concept of virgin birth and found that in almost the same period in China there was almost the same concept. There were differences in cultures, but there were a lot of similarities. Dr. Cheung looked at world history from the standpoint of an agricultural society and its transition into an industrial society and the cultural aspects of all of this. He thought it was more important to look at this rather than an individual country. Dr. Wilson hoped that Dr. Cheung would see these connections when he had the opportunity to look through the curriculum in more depth because this was one of the major objectives that they had.

Ms. Converse stated that she was pleased by the proposal. She was especially pleased with the idea of integration because it was important to understand the evolution of world cultures and the people who surrounded them. This was an important part of multicultural education. In regard to the idea of a two-year world history program, she said that with every inflexible requirement

that a school system implemented it did two things. It provided an assurance that students would graduate having experienced a certain level of curriculum and hopefully therefore a certain level of knowledge. However, it also narrowed the range of students whose learning styles they could completely embrace. She was concerned that this type of requirement might be stifling to some students.

Last year she had participated in a two-year world history course. It was comprehensive, interesting, and intense. It was extremely fast-paced and extremely stressful. It would be difficult to create a comprehensive two-year course that tried to go over ancient to modern history that would not be complex, fast-paced, and stressful. For some students, this was the type of course they liked to participate in. It was a very popular course in her school. For others, a two-year continuum of this type would be stressful. In the course they talked about ancient philosophies that continued into modern world cultures, and over a two-year time span this would be difficult. Ms. Converse stated that a one-year modern world history class provided a framework for understanding modern world society. A one-year biology class provided a framework for an understanding of the natural world. She agreed that students should have a basic knowledge of biology. In order to completely understand, MCPS offered the option of taking a more complex and in-depth course which was the double-period AP biology class. They also offered options in physics and chemistry.

Ms. Converse said that by creating a two-year history requirement, they were providing a more comprehensive look at modern world history, but they were also removing one year's option of a chance to explore an equally important basis of cultural evolution. The pace of the course she had taken did not fit her learning style, therefore, she did not opt to take the second year. If two years were required, students would not have that option and might get low grades and might be turned off to the concept of modern world history. She would be concerned about a two-year course, but she agreed that in designing curriculum they should look at how they would include the origin of certain concepts. She did not think it necessary to create an expanded course.

Ms. Gutierrez thanked Ms. Converse for her very thoughtful and provocative comments. She was concerned about a single course that was going to tell it all and tell it all rather quickly. In looking at the course, she thought it was very much like a course she had taken in high school. She was concerned that the course continued to have a Euro-centered focus. She was also afraid that something so encompassing might contain stereotypes or quick and easy characterizations.

Ms. Gutierrez said she had noted in the curriculum that the Aztecs and Incas empires were large warrior states. She pointed out that the Incas were not. The document stated that they had many cultural similarities, and they did not. She thought that

statements like these did more damage than anything. If they wanted to bring in multicultural perspectives, as a minimum they should make an effort to portray them more accurately.

Ms. Gutierrez hoped that as they taught a survey course they continuously mentioned there was more and where it could be found. They should not give the student the idea that at the end of the course they would have the basic set of facts that they needed for world history. Ms. Converse had said that this was stressful and fast-paced, and Ms. Gutierrez thought these were the things that made it even more of a problem. For example, they had three days to look at the Industrial Revolution and could only cover simple facts. Then they had to move along to another period. This was stressful, but the worst part of it was that it was also incomplete and in some cases inaccurate.

Mr. Ewing commented that in teaching history one had two choices on how to organize. One was a survey approach, and one was a special focus on a particular country or a period. Someone could focus on the War of Roses or on economic history of a certain place and time. He believed they ought to equip students with a framework which was intended to say these were the five or six major places where history happened and where the major events of significance appear to have occurred. This involved choices and judgments, and those choices and judgments would be challenged from time to time both by MCPS staff and others. In a survey they tried to be as inclusive as they could and do what Dr. Wilson suggested by looking at Chinese history from Chinese eyes and western history from Chinese eyes. In addition, they needed to make sure that students were equipped with the understanding that there is more and how to find out about the "more."

Mr. Ewing said he came down pretty strongly on the side of those who said that the important thing for high school students was to get that basic core of information, data, and understanding about what it was they should know when they graduated from high school. If that meant they had fewer electives, that was okay. They did not want to create courses that were deliberately stressful, but on the other hand a little stress was probably helpful. The important thing was what they wanted students to know. They did not want to be exclusively focused on skills, and they did not want to be exclusively focused on facts. They did not want to be exclusively focused on the west or the east. They wanted balance, and that took judgment. There was a body of knowledge that high school students should have when they graduated, and there was also a set of skills they should have so that they could increase their knowledge to become successful citizens and wage earners. Today people did not communicate well. They did not write well, and they did not understand one another. Therefore, he believed it was important for them to recognize they had to find a way to identify what it was they wanted students to know. In his judgment, this included more world history than would be covered by this course.

Mrs. Fanconi asked how history teachers had been involved in the development of this new curriculum. Dr. Wilson replied that all social studies curriculum was developed by teachers with advanced degrees. In addition, they got feedback from the schools and their multiethnic advisory committees.

Mrs. Fanconi thought the discussion had been extremely helpful, and she believed that the Board ought to be involved in more discussions like this. She expressed the Board's appreciation for the work that had gone into this new curriculum. Dr. Vance complimented Dr. Wilson and staff for their efforts and indicated that he would favor continuing the dialogue.

Mrs. Gordon left the meeting during the previous discussion.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Dr. Vance informed the Board that today the Montgomery County government recognized MCPS for its outstanding leadership in the employment of people with disabilities and for its efforts in advancing the spirit of the Americans with Disabilities Act. The Office of Personnel Services under the leadership of Dr. Massie was recognized as employer of the year. Mr. Elmore L. Holland, building services manager at Paint Branch HS, was named supervisor of the year.

2. Dr. Vance noted that they had yet another sign that MCPS continued to put their students in touch with real success. Six 12th grade MCPS students had been selected as top award winners of the 1994-95 National Hispanic Scholar recognition program and another 10 received honorable mention. The six winners represented more than a third of the 16 scholars chosen in Maryland. More than 100,000 students nationwide participated in the program, and the MCPS winners were about the 1,093 who received the top award.

3. Ms. Converse thanked high school administrators, parents, and students because they had held very successful homecomings. She thanked and congratulated all the students for their really positive attitudes about drinking and driving.

4. Mr. Ewing called attention to the information item on secondary science equipment which spoke to both the development of some standards for equipping science labs and also the present situation. It pointed out that per pupil allocations for science ranged from a low of \$3.30 to a high of \$7.50 for materials. In terms of computing equipment there were wide disparities among schools as well as for software. While this was disturbing, staff had taken a very systematic look at what they had and what they needed. The promise was that there would be a long-range plan for bringing schools up to a common standard. He hoped that would occur soon so that in the next budget the Board could begin to request the funding that was needed.

5. Mr. Ewing reported that a number of Board members had attended the Highland View ES open house on Sunday. They had a chance to take a look at the science lab there which was impressive and unmatched in the county. It seemed to him that every elementary school ought to be built with a similar science lab. This was another unmet need. He was astonished with those who argued that somehow or other the Board must always learn to get along on what it had or less. Educational needs changed, and if people were not willing to pay taxes for that, education was sure to become less effective in the future.

RESOLUTION NO. 721-94 Re: CLOSED MEETING - NOVEMBER 9, 1994

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on November 9, 1994, at 9 a.m. and at noon 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.

RESOLUTION NO. 722-94 Re: MINUTES OF SEPTEMBER 8, 1994

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

Resolved, That the minutes of September 8, 1994, be approved.

Re: REPORT OF CLOSED SESSION

On September 26, 1994, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Tuesday, October 11, 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 Tuesday, October 11, 1994, from 9 a.m. to 10 a.m. and from 12:15 to 2:50 p.m. The meetings took place in room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to review the monthly personnel report and an appointment to the principalship of Brookhaven ES. Votes taken in closed session were confirmed in open session. The Board received and discussed the equal employment opportunity report and requested additional information on trends.

Board members reviewed a proposed bid for health maintenance organizations and the implications of that bid for relationships with the employee unions. The vote taken in closed session was confirmed in open session.

At lunchtime, the Board met to discuss the transfer process including the diversity profile and how special programs were treated in the process. Mr. Titus reported on a juvenile court case, and the Board unanimously agreed to appeal the decision. The Board discussed a proposed letter to an advocate regarding a special education placement issue.

The Board adjudicated or accepted decision and orders in the following appeals: BOE Appeal No. 1994-1, 1994-4, 1994-5, 1994-6, 1994-16, 1994-17, 1994-19, T-1994-28, T-1994-35, T-1994-36, T-1994-38, T-1994-39, T-1994-40, T-1994-41, T-1994-42, T-1994-43, T-1994-44, T-1994-45, and T-1994-46. They also approved a proposed memo to the superintendent on the transfer process.

In attendance at the closed session were Steve Abrams, Larry Bowers, Judy Bresler, Carole Burger, Barbara Carlin, Alan Cheung, Wendy Converse, Bill Curran, Blair Ewing, Carol Fanconi, Tom Fess, David Fischer, Phinnize Fisher, Hiawatha Fountain, Kathy Gemberling, Wes Girling, Bea Gordon, Ana Sol Gutierrez, Marie Heck, Betty Howard, Oliver Lancaster, John Larson, Elfreda Massie, Deanna Newman, Brian Porter, Richard Pottinger, Phil Rohr, Henry Shetterly, Roger Titus, Paul Vance, Mary Lou Wood, and Melissa Woods.

RESOLUTION NO. 723-94 Re: ALCOHOL AND OTHER SUBSTANCE ABUSE
PREVENTION AND DISCIPLINE POLICY

On motion of Mrs. Brenneman seconded by Mr. Abrams (on October 11, 1994), the following resolution was adopted unanimously by members present:

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

RESOLUTION NO. 724-94 Re: ROLE OF PRINCIPALS IN SCHOOLS WITH
HEALTH CENTERS

On motion of Mr. Ewing seconded by Mr. Abrams (on October 11, 1994), the following resolution was adopted unanimously by members present:

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

RESOLUTION NO. 725-94 Re: INCREASED SOCIAL STUDIES CREDIT

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

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.

RESOLUTION NO. 726-94 Re: TENTATIVE APPROVAL TO EXPAND THE
MEDICAL ADVISORY COMMITTEE

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

Resolved, That the Board of Education tentatively approve expanding the Medical Advisory Committee by two members to have representatives from Broad Acres Health Center and the Harmony Hills Health Center, pending comments from the Medical Advisory Committee.

Re: APPEALS

The following votes reflect actual votes taken in closed session during consideration of the appeals.

RESOLUTION NO. 727-94 Re: BOE APPEAL NO. 1994-14

On motion of Ms. Gutierrez seconded by Mr. Ewing, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Ms. Converse, Mr. Ewing, Mrs. Fanconi, and Mrs. Gordon voting in the affirmative; Mr. Abrams and Ms. Gutierrez not participating:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-14, a discipline matter.

RESOLUTION NO. 728-94 Re: BOE APPEAL NO. 1994-20

On motion of Ms. Gutierrez seconded by Mrs. Brenneman, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Ms. Converse, Mr. Ewing, Mrs. Fanconi, and Mrs. Gordon voting in the affirmative; Mr. Abrams and Ms. Gutierrez not participating:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-20, a personnel matter.

RESOLUTION NO. 729-94 Re: BOE APPEAL NO. 1994-23

On motion of Ms. Gutierrez seconded by Mrs. Brenneman, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Ms. Converse, Mr. Ewing, Mrs. Fanconi, and Mrs. Gordon voting in the affirmative; Mr. Abrams and Ms. Gutierrez not participating:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-23, a tuition matter.

RESOLUTION NO. 730-94 Re: BOE APPEAL NO. 1994-1

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-1, a student matter.

RESOLUTION NO. 731-94 Re: BOE APPEAL NO. 1994-17

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-17, a personnel matter.

RESOLUTION NO. 732-94 Re: BOE APPEAL NO. T-1994-41

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-41.

RESOLUTION NO. 733-94 Re: BOE APPEAL NO. T-1994-42

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-42.

RESOLUTION NO. 734-94 Re: BOE APPEAL NO. T-1994-43

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-43.

RESOLUTION NO. 735-94 Re: BOE APPEAL NO. T-1994-44

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-44.

RESOLUTION NO. 736-94 Re: BOE APPEAL NO. T-1994-45

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-45.

RESOLUTION NO. 737-94 Re: BOE APPEAL NO. T-1994-46

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-46.

Re: ITEM OF NEW BUSINESS

Ms. Gutierrez moved and Mr. Ewing seconded the following:

Resolved, That the Board of Education request the superintendent to provide the Board any recommendations regarding changes to the basic staffing allocation formulas for Board consideration prior to final budget presentation.

Dr. Vance assumed the chair.

RESOLUTION NO. 738-94 Re: CEREMONIAL PRESENTATIONS

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

Resolved, That staff prepare for the Board's consideration some proclamation forms to be used for ceremonial presentations.

Re: NEW BUSINESS (CONTINUED)

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

Resolved, That when new schools were opened or renovated that a plaque be prepared that the Board could give to the school on a wall as part of the construction budget.

Re: ITEM OF INFORMATION

Board members received an item of Information on Secondary Science Equipment.

RESOLUTION NO. 739-94 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 11:45 p.m.

PRESIDENT

SECRETARY