

APPROVED
1-1998

Rockville, Maryland
January 13, 1998

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, January 13, 1998, at 10:05 a.m.

ROLL CALL Present: Mrs. Nancy J. King, President
 in the Chair
 Dr. Alan Cheung
 Mr. Blair G. Ewing
 Mr. Reginald M. Felton
 Mrs. Beatrice B. Gordon
 Ms. Ana Sol Gutiérrez
 Ms. Mona M. Signer
 Ms. Debra Wheat
 Dr. Paul L. Vance, Secretary/Treasurer

Absent: None

() or # indicates student vote does not count. Four votes needed for adoption.

RESOLUTION NO. 1-98 Re: **APPROVAL OF THE AGENDA**

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

Resolved, That the Board of Education approve its agenda for January 13, 1998.

Re: **PRESENTATION OF AIA AWARD FOR THE DESIGN
 OF ALBERT EINSTEIN HIGH SCHOOL**

The Board recognized Stephen Parker of Grimm and Parker Architects, who received the Honor Award for Architectural Excellence from the Potomac Valley Chapter of the American Institute of Architects (AIA). The project was chosen for the AIA award from among more than 133 projects locally and throughout the country. The award was presented to the Montgomery County Public Schools and the firm of Grimm and Parker Architects, located in Calverton, Maryland. The \$25.4 million modernization and addition project was completed in two years for the opening of Albert Einstein High School in September 1997. The Albert Einstein High School project will also receive an award for architectural design from the National Association of School Boards at the organization's annual conference in March.

RESOLUTION NO. 2-98

Re: **AFRICAN AMERICAN HISTORY MONTH**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Mr. Ewing, the following resolution was adopted unanimously:

WHEREAS, In 1926, Dr. Carter G. Woodson -- educator, author, and founder/director of the Association for the Study of Negro Life and History -- initiated Negro History Week in order to increase awareness about Negro historical facts and concepts in American communities and schools; and

WHEREAS, In 1976, Negro History Week was extended to one month and proclaimed a national celebration by the Congress of the United States; and

WHEREAS, The contributions of African Americans have been an invaluable dimension for the success and richness of Montgomery County Public Schools and communities; and

WHEREAS, African American History Month has served as a model for other ethnic heritage months; and

WHEREAS, Increased knowledge of and respect for all ethnic groups continue to be crucial to the well-being of the students and staff in Montgomery County Public Schools; now therefore be it

Resolved, That on behalf of the Superintendent, staff, students, and parents of Montgomery County Public Schools, the members of the Board of Education hereby declare the month of February 1998 to be observed as "African American History Month."

RESOLUTION NO. 3-98

Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose Senate Bill (SB) 16 "Education, Public Schools, Curriculum," which would require schools to teach students about the historical causes and effects of famine in Ireland in the 1800s.

RESOLUTION NO. 4-98

Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose House Bill (HB) 61 "Education, Public Schools, Promotion of Students," which would establish specific factors that must be

considered when student promotion decisions are made.

RESOLUTION NO. 5-98 Re: ITEM OF LEGISLATION

On recommendation of the Superintendent and on motion of Mr. Ewing seconded by Mr. Felton, the following resolution was adopted unanimously:

Resolved, That the Board of Education support SB 37 "Education, Notice of Arrest, Controlled Dangerous Substance Offenses," which would address drug offenses and the list of crimes defined as offenses to be reported to superintendents by police departments.

RESOLUTION NO. 6-98 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education oppose HB 58 "Education, Dress Standards for Teachers and Other Professional Personnel," which would require school boards to issue guidelines for clothing worn by teachers and other personnel during the school day.

RESOLUTION NO. 7-98 Re: ITEM OF LEGISLATION

On recommendation of the Superintendent and on motion of Mrs. Gordon seconded by Dr. Cheung, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mr. Felton, Mrs. Gordon, and Mrs. King voting in the affirmative; Ms. Gutiérrez voting in the negative; Ms. Signer and Ms. Wheat abstaining:

Resolved, That the Board of Education oppose HB 70 "County Boards of Education, Authority to Appoint County Superintendents of Schools," which would permit school boards to appoint superintendents to two-year or four-year terms (from the current four-year requirement).

For the record, Ms. Gutiérrez stated: "The Montgomery County Board of Education should take no position on this proposal."

RESOLUTION NO. 8-98 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education strongly support HB 32 "Statewide Aid for Students from Poverty Families," which would establish a new formula for distributing state aid to local school systems.

RESOLUTION NO. 9-98

Re: **ITEM OF LEGISLATION**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Signer, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mr. Felton, Mrs. Gordon, Mrs. King, Ms. Signer, and Ms. Wheat voting in the affirmative; Ms. Gutiérrez abstaining:

Resolved, That the Board of Education support HB 62 "Education, Reimbursement of Counties for Capital Expenditures, Use of Specific State Funds" and HB 63 "Education, Reimbursement by the State, County Expenditures for Capital Projects," both of which would improve state appropriations for local school construction.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Vance reported that Governor Glendening announced recommendations for state aid to education with an increase of \$61.4 million for FY 1999 and a total of \$186 million distributed over the next four years. If the legislature approves the proposal, MCPS stands to receive more than \$10 million in additional funds next year targeted for at-risk students. Also, there could be a substantial increase in construction funds for MCPS with the Governor making those recommendations.

Dr. Vance announced that sixteen students have been named among 300 semifinalists in the 57th annual Westinghouse Science Talent Search, one of the most prestigious and rigorous science competitions for high school students in the United States. The local students account for 76 percent of the twenty-one semifinalists in Maryland, helping the state place second in the nation in the number of semifinalists. Only New York had more semifinalists. Twelve of the semifinalists attend Montgomery Blair High School, placing the school second in the nation in the number of semifinalists. The remaining four semifinalists attend Walt Whitman and Thomas S. Wootton high schools.

Dr. Vance congratulated Sharon Jones, principal of Gaithersburg Elementary School, and its community. The Maryland State Department of Education selected that school as a Maryland Title I Distinguished School.

Ms. Wheat remarked that the students were very impressed and encouraged after their meeting with the Board and Superintendent.

Ms. Gutiérrez added to Dr. Vance's remarks regarding the Governor's announced funding recommendations. Over the last four years, MCPS has received a 33.8 percent increase in education funding for the state. Along with the upgrade of school accountability, he has found ways to target populations that have not received support under the old formulas. She was concerned that the funds would not be supplanted, but would support the LEP students. The Governor's press conference was held at Views Mill Elementary School.

That school has a model ESOL program that could be replicated elsewhere with this added funding. Particularly, she wanted MCPS to examine program delivery to high school ESOL students to determine what types of supports they need. Several years ago, the ESOL Advisory Committee made a series of recommendations at the high school level, and the Board did not fund the recommendations. Ms. Gutiérrez will recommend that the school system go forth on those recommendations to help these students.

Mr. Ewing asked about the timetable and Dr. Vance reported that staff was working on the draft for the Long-Range and Strategic Plan. That time line will be sent to the Board.

Mr. Felton reported that he had participated in the induction ceremony of Brothers, an organization at Springbrook High School. This is a tremendous program committed to the success for every student.

Re: UPDATE ON OUTCOME J OF SUCCESS FOR EVERY STUDENT PLAN

Dr. Vance invited the following people to the table: Dr. Frieda K. Lacey, director, Division of Equity Assurance and Compliance; Mrs. Sharon Healy, coordinator, Special Education Instruction; Ms. Chrisandra Richardson, principal, Georgian Forest Elementary School; Ms. Barbara Shelley, *Reading Recovery* teacher leader, Broad Acres Elementary School; and Ms. Rhonda Alston, parent of a *Reading Recovery* student.

The following people were in the audience: Dr. Mary Helen Smith, associate superintendent, Office of Instruction and Program Development; Dr. Raymond W. Bryant, director, Department of Special Education; Ms. Carol Ann Baglin, assistant state superintendent, Maryland State Department of Education; Dr. Suzanne Clewell, coordinator, English, Reading, and Language Arts; Ms. Dorothy Jackson, director, Division of Programs and Services; Mrs. Margaret Flagg, parent educator, Parent Information and Training Center; Mr. Eugene B. Haines, principal, S. Christa McAuliffe Elementary School; Ms. Mary Lee Phelps, director, Division of Placement, Assessment and Services; Dr. Anthony Sims, Research Analyst, Pelavin Research Center; Dr. Deborah Speece, associate professor, Department of Special Education, University of Maryland; Dr. Nick Urick, principal, Capt. James E. Daly Elementary School; Ms. Diana Wollin, principal, Oakland Terrace Elementary School; Mr. Joseph Yuhas, coordinator, Title I, Department of Academic Programs; Members of the MCPS Advocacy Review Committee; and Mr. Gregory A. Martonik, equal opportunity specialist, Office for Civil Rights, United States Department of Education.

Dr. Lacey described activities since December 9, 1997, when the Board of Education received the "Sixth Annual Report on the Systemwide Outcome Measures of the *Success for Every Student Plan*" (SES) in which they reported Outcome J data. They have provided regular updates on the progress of Outcome J of the Success for Every Student Plan to

the Board of Education since 1995. This report provides the current status of initiatives underway to eliminate the disproportionate representation of African American students in special education programs, specifically in the categories of serious emotional disturbance (SED); learning disabilities (LD); and mild mental retardation (MMR), where disproportionality is most evident. MCPS' sustained commitment to this outcome is unwavering.

MCPS continues to receive praise by the Office for Civil Rights for all of its efforts to address the issues associated with disproportionality within the school district. MCPS continues to identify new and creative initiatives, support research efforts, emphasize accountability for all staff, and welcome the suggestions and input from all stakeholders invested in this mission. Efforts include a steadfast commitment to the strategies and tasks of the *Success for Every Student Plan*; activities of *Making a Difference: A Strategic Plan to Ensure Equity for All Students in Special Education*; reporting events in the Partnership Agreement Between the Office for Civil Rights and Montgomery County Public Schools; and, most recently, new reporting requirements concerning disproportionality as delineated in the Individuals with Disabilities Education Act: Amendments of 1997 called IDEA 97 throughout this report.

This update was a comprehensive report that covers the following five topic areas:

- Data Analyses
- IDEA 97
- Intervention/Prevention Initiatives
- Monitoring and Accountability Activities
- Partnership Efforts

DATA ANALYSES

On December 9, 1997, the Board of Education received the "Sixth Annual Report on the Systemwide Outcome Measures of the *Success for Every Student Plan*." The picture looks the same as last year. The data indicate that special education enrollments for all groups are small. Countywide, 3 percent of all students are LD and less than 1 percent of all students are in the SED and MMR categories.

The percentage of students identified as LD has declined since 1990-91. This was true for all racial/ethnic groups except Hispanics, whose 4.32 percent is .3 higher than seven years ago. The largest seven-year decline was by African American students, from 6.5 to 5.5 percent. There has been little change in African American students identified as SED. The percentage remained (1.5) for the past three years. The mildly mentally retarded category was added to the report in 1995-96 as this disability requires monitoring. The numbers in this category are extremely small with the largest representation being .35 of 1 percent (eighty-six students) of African Americans. The 1996-97 data are basically the

same as the previous year.

IDEA 97

During reauthorization, Congress recognized that the overidentification of minority children for special education programs was a continuing problem and that greater efforts were needed to prevent the problems associated with overrepresentation from intensifying. As a result, effective July 1, 1998, states must collect and examine data to determine if significant disproportionality exists based on race with respect to the identification for particular disabilities and placement in special education settings. If so, reviews must now be conducted to determine if revisions are required in policies, procedures, and practices. With this new reporting requirement, MCPS would certainly be considered progressive. MCPS continues to monitor the data; support major initiatives associated with overrepresentation; and regularly examine policies, procedures, and practices.

INTERVENTION/PREVENTION INITIATIVES

The SED Unit has continued to be involved with initiatives and best practices that have an impact on the identification of students as SED and services for students experiencing behavioral difficulties in MCPS schools. Current efforts focus on three major areas: implementing effective early intervention strategies; enhancing staff training focused on teaching staff specific strategies to work with students experiencing significant emotional and/or behavioral difficulties; and expanding the implementation of model programs.

Another recommendation was to standardize referral practices for Educational Management Teams (EMT). The committee reported that early intervention strategies must be expanded and heightened significantly to reduce the number of students, especially African American students, who are identified in specific disability categories. Concurrently, the OCR partnership agreement requires that the EMT manual will be revised to include strategies to address culturally-based differences in behavior and learning when considering specific student's academic needs. As part of the Special Education Information System (SEIS), an early intervention section has been developed to document strategies implemented by classroom teachers when students are being referred to the EMT and further document EMT strategies. These two initiatives, the EMT manual revised and the SEIS intervention section complement one another.

To address issues associated with overrepresentation, MCPS has worked collaboratively with the University of Maryland and the American Institutes for Research in supporting research efforts about this topic. Most recently, MCPS agreed to be a sample site for a research proposal submitted by the American Institutes for Research to the United States Department of Education. If funded, this study would examine minority disproportionality by linking research in practical ways that improve prereferral outcomes for minority students with or at-risk for emotional disturbance identification. The proposed study offers a model that local school jurisdictions can use to address overrepresentation by: (1)

analyzing study profiles to identify factors to address disproportionate representation; (2) linking research-based knowledge to enhance the behavioral intervention and cultural competency skills of educators; and (3) building capacity with existing school infrastructures to sustain research-to-practice approaches to problem solving.

Ms. Richardson reported that last year an Advocacy Review Committee was established by Mrs. Kathryn W. Gemberling, deputy superintendent of schools, to review all records of African American students newly identified as SED or MMR. The committee includes a broad representation of MCPS staff and stakeholders invested in issues associated with disproportionality. The committee meets monthly to review cases of students identified as SED or MMR to make recommendations for corrective action. Plans to complete a comprehensive report for the deputy superintendent at the end of the 1997-1998 school year are currently underway. The report will outline patterns and trends that will help to define operational guidelines for future assessment and identification.

Dr. Lacey reported there are partnership efforts with the Office for Civil Rights, Maryland State Department of Education, National Association for the Advancement of Colored People, the African American Parents/Community Education Consortium, and several universities.

Ms. Healy reported that as an effort to provide information in one document for all classroom teachers K-12, the *State of the Art Manual* is a tool for ensuring the classroom success of every student. It serves as a valuable tool of research-based and practical instructional methods for prevention of and early intervention in learning difficulties and for the promotion of student strengths offering direct support for individual teachers and school staff development. The handbook provides teachers, both general and special educators, a comprehensive framework for promoting classroom success for every student. It contains a concise collection of practices and intervention strategies that reflect state-of-the-art knowledge about teachers and learners. The handbook, which will be ready for dissemination in the second semester of the current school year, sets forth three levels of instructional methodology in relation to intervention services as follows:

- principles and practices for all learners
- strategies to surmount typical learning difficulties experienced by many students
- specific accommodations prescribed for students with special learning needs

Ms. Alston explained that *Reading Recovery* in MCPS has helped her daughter and is a proactive way of reducing the number of students whom MCPS could identify as learning disabled. Ms. Barbara Shelley, *Reading Recovery* teacher leader, has been employed by MCPS to implement the year-long training. Ms. Shelley and the *Reading Recovery* training laboratory are located at Broad Acres Elementary School. Currently, eleven teachers are involved in the Reading Recovery training program; the overall plan is to expand to twenty-four teachers in each subsequent year until every Title I elementary school and schools

with significant numbers of students not meeting the standard on the CRTs in Grade 3 have at least one certified *Reading Recovery* teacher.

Mr. Felton stated that MCPS has not given itself enough credit for its accomplishments. It has significantly reduced the rate of growth in the disproportionate representation of African American students in special education programs. He liked the issue of prevention versus intervention because it will eliminate or reduce the number of students who are misidentified. There is still the perception in the community that this continues to be a problem, and there should be a piece of this report that speaks to that issue. He asked if there was a plan to enable the parents and community to be informed of the efforts of MCPS to reduce disproportionate representation of African American students in special education programs. Dr. Lacey replied that through partnership agreements MCPS informs all stakeholders of the plans and progress in Outcome J. Staff has been trained Outcome J and SES.

Dr. Cheung pointed out that if there is to be continuous improvement, there needs to be good information about the individual student. He was interested in the portfolio assessment of student experiences and the Special Education Information System. He would like to know how that relates to the individual student profile. Any good action plan and initiative needs good input on each student. Mrs. Gemberling replied that the Special Education Information System was part of the new student information system. The new student information system will be piloted in six schools and, as soon as the IDEA guidelines are available, the Special Education Information System will be added to that information system. This information will be available to teachers and parents.

Ms. Signer congratulated staff on being ahead of the curve on the reauthorization of IDEA and has dealt with disproportionate representation of African American students in special education programs. She thought the handbook for educators was terrific, and she asked if every teacher would receive a copy. Ms. Richardson replied that at first all principals will receive a copy with later distribution to teachers.

Ms. Signer shared Ms. Alston's enthusiasm for the *Reading Recovery* program. When she visited the program, she recalled that MCPS can now train its teachers and is not reliant on formal training by the consultants in Pennsylvania. She asked for information on expanding that program. Mrs. Gemberling responded that MCPS has hired a trainer for that purpose. Initially, it was discussed to put *Reading Recovery* in every elementary school, but it is very intensive and expensive; therefore, the decision was to initiate lower ratios in reading in elementary schools and focus on *Reading Recovery* only when students have extreme reading difficulties.

Ms. Gutiérrez thought the most critical aspect of the Outcome J was to focus on the partnership reached with the Office of Civil Rights in the April 12, 1996, agreement. She asked if the December 15 report was sent to OCR. Dr. Lacey replied that they sent that enrollment data report to OCR, and it was voluminous.

Ms. Gutiérrez asked about the status of the parent information and training centers. Dr. Lacey responded that they provided the information to OCR, and staff wants to increase the outreach to African/American parents in order for them to access services within Montgomery County. The parent information and training center in Gaithersburg opened in October 1997.

Ms. Gutiérrez pointed out that in the OCR letter of May 30, 1997, there was a long list of things including delivery dates for final products, and it appears they have not been done. MCPS was under a commitment to be as responsive as possible in what the system is putting in place. The report indicates that the EMT manual will not be available until the end of 1998. Dr. Lacey replied that they sent a draft of the manual to OCR.

Ms. Gutiérrez thought OCR asked some very specific questions, and she was looking for specific answers in response. She did not see a report on graduation and drop out rates. She asked where the school system was in relation to that question. Dr. Lacey stated that the numbers were so small that OCR decided that this was not an issue. Regarding Outcome J, Ms. Gutiérrez requested replies to OCR's letters dated, December 15, September 24, and May 30, 1997.

Mr. Ewing stated that the report was excellent, and there was evidence of the strong and continuous commitment to address the issues. When the attribution of the results to the efforts of the school system, the results are from practice and not research. Concerning the research grants, there are brief descriptions. Since MCPS received grants to fund Outcome J, Mr. Ewing asked for the detailed statements that they have submitted in requesting those grants.

Mr. Felton suggested that MCPS market the handbook entitled *State of the Art*. Mrs. Gordon and Ms. Signer suggested that the handbook entitled *State of the Art* be made available to all teachers.

Re: MONTHLY FINANCIAL REPORT

Dr. Vance invited Dr. Marshall Spatz, director of the Department of Management, Budget, and Planning, to the table.

Dr. Spatz reported that the report did not have any major changes from the last report. The highlights included: (1) Category 1 has a deficit increase of \$200,000 in general legal fees; (2) Category 2 has an increase of \$100,000 surplus due to mid-level administration;

(3) Category 3 has a small decrease in the surplus due to employee turnover; (4) Category 12 has a small increase in the surplus due to health care costs. Overall, there has been a decrease of \$100,000 in projected expenditures for a net projected deficit of \$100,000 for FY 1998.

Mr. Ewing asked about the tuition payment information from Prince George's County for students going to those schools after the unification of Takoma Park. There is some urgency to get the exact figure since the later that question remains unanswered the harder it will be to make up the deficit. Dr. Spatz stated that staff was working very hard with their counterparts in Prince George's County, and they are aware of the urgency of getting that figure to MCPS.

Regarding the Monthly Financial Report, Mr. Ewing asked if there could be a table/notation of the budget the Board requested, what the County Council appropriated, and the actual expenditure.

Mr. Felton noted that in Category 6 there was a projected surplus for tuition costs. He asked if that was due to fewer students or simply lower costs for the tuition at those schools. Dr. Spatz replied that it was largely due to fewer students in non-public placements.

Ms. Signer was pleased to see that there was not a large surplus in Category 2. In Category 11, she asked about air quality in the schools and she was concerned that there be sufficient funds in this category for next year to address the needs of the schools. Dr. Spatz noted that there was an initiative in the FY 1999 Operating Budget Request to address air quality. Also, the Board has approved a supplemental for \$1.8 million this year to improve HVAC and other air quality improvements.

Ms. Gutiérrez commented on how the Board could ensure greater visibility about what is budgeted and what is actual. In looking at the Monthly Financial Report, the Board looks at expenditures after the fact. There should be a mechanism where the Board could respond to a deficit. She hoped there could be a longer-range projection, such as legal costs. Second, if there is a deficit in one category, how can the Board assure that there will be sufficient funds in the next year's operating budget? Is there a way to have greater linkage to what staff sees, so there is not a significant deficit? Dr. Spatz stated that the Board discusses the financial report monthly, and that creates visibility and leads to improved budgeting.

RESOLUTION NO. 10-98

Re: **CONTRACTS MORE THAN \$25,000**

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

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

WHEREAS, Funds have been budgeted for the lease/purchase of school buses for the Division of Transportation; now therefore be it

Resolved, That school buses be lease/purchased under the Master Lease/Purchase Agreement; and be it further

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

MC Document Management/Imaging System for the Office of
12790 Global Access Technology

Awardee

Aspen Systems Corporation \$ 99,958

82-96 Supply and Delivery of Hardware Items - Extension

Awardee

MSF County Services Company \$ 65,000

45-97 Lease Purchase of School Buses for the Division of
Transportation - Extension

Awardee

American Bus Sales and Service, Inc. \$ 8,291,781

88-97 Electrical Supplies and Equipment - Extension

Awardees

CED, Inc. \$ 200

Commerce Electric Supply, Inc.	157,400	
Ideal Electrical Supply Corporation	6,546	*
Kent Industries	3,000	*
Maurice Electric Supply Company, Inc.	24,176	
Noland Company	6,984	
C.N. Robinson Lighting Supply Company	133,669	
Southern Utilities Company, Inc.	10,000	
Tri-County Electrical Supply Company, Inc.	<u>338,333</u>	
Total	\$ 680,308	

224-97 Office Furniture - Extension

Awardees

Douron, Inc.	\$ 246,852	*
Mark Downs, Inc.	42,687	
Systems Furniture Gallery, Inc.	<u>60,461</u>	
Total	\$ 350,000	

4005 Woodwind and Brass Instrument Repair

Awardee

L & L Music - Wind Shop, Inc.	\$ 35,000
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4009 Voice Processing System

Awardee

Micro Delta Corporation	\$ 135,840
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4010 Door Hardware and Exit Devices

Awardees

Ace Lock and Security Supply	\$ 15,300
American Security Distribution	218
Southern Lock and Supply	374
Taylor Security and Lock Company, Inc.	<u>113,314</u>
Total	\$ 129,206

4012 Maintenance Lumber

Awardees

Grainger, Inc.	\$ 138
Leland L. Fisher, Inc.	164,550
Mizell Lumber and Hardware Company, Inc.	59,396
Roberts Company of DC	<u>6,000</u>
Total	\$ 230,084

7014 Processed Meats and Refrigerated and Frozen Foods

Awardees

Briggs Ice Cream Company	\$ 25,300
Carroll County Foods, Inc.	145,254
Chef Garcia Mexican Foods, Inc.	15,988 *
Dori Foods, Inc.	63,092
Poppy Street Food Products	3,872 *
Shane Meat Company	15,941
Smelkinson SYSCO	<u>8,392</u>
Total	\$ 277,839

7015 Laminating Supplies

Awardees

General Binding Corporation	\$ 54,771
Interstate Office Supply Company	13,640 *
Kunz, Inc.	7,161
Precision Graphics	43,537
USI, Inc.	4,905
Nelson C. White Company, Inc.	<u>1,200</u>
Total	\$ 125,214

7016 Media Center Supplies

Awardees

Brodart Company	\$ 11,162
DEMCO, Inc.	2,411
Gaylord Brothers	3,154

National School Supply	43,605
Printing Technology, Inc.	13,924
Frank Parsons Paper Company	21,139
Pyramid School Products	627
Vernon Library Supply, Inc.	<u>11,245</u>
Total	\$ 107,267

7017 Typewriter Ribbons and Copier Toner

Awardees

Andrews Office Products	\$ 54,112
Beyond Technology	3,460
Century Office Supply	141
Corporate Express Imaging	13,823
Federal Sales Service, Inc.	414
Matrix Data Corporation	1,070
Nashua Corporation	67,429
Single Source, Inc.	390
Windtree Enterprises, Inc.	209
Xerographic Supplies	<u>1,049</u>
Total	\$ 142,097

MORE THAN \$25,000 \$10,669,594

* Denotes MFD vendors

RESOLUTION NO. 11-98

Re: **AWARD OF CONTRACTS - TAKOMA PARK MIDDLE SCHOOL**

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

WHEREAS, The following sealed bids were received for subcontract work for the Takoma Park Middle School project:

<u>Low Bids</u>	<u>Amount</u>	<u>% MBE Participation</u>
<u>Elevator</u>		
General Elevator Company, Inc.	\$ 43,942	0.0
<u>Fire Sprinkler</u>		
Kennedy Fire Protection	239,000	0.0
<u>Glass Storefront</u>		
Environ, Inc.	237,367	0.0
<u>Miscellaneous Metals</u>		
Miscellaneous Metals, Inc.	311,847	0.0
<u>Toilet Partitions/Toilet Accessories</u>		
Rockville Partitions	54,929	17.6

WHEREAS, These companies have completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The bids are within the consultant's estimate; and

WHEREAS, The subcontractors have submitted Minority Business Enterprise participation data as stated above, and staff has verified that the subcontractors have made a good faith effort to obtain minority participation; now therefore be it

Resolved, That contracts be awarded for the above-referenced subcontractors meeting specifications for the Takoma Park Middle School project for the bids and amounts listed in accordance with plans and specifications prepared by Grimm and Parker, P.C.

RESOLUTION NO. 12-98

Re: **AWARD OF CONTRACTS FOR MAINTENANCE PROJECTS AT PINEY BRANCH ELEMENTARY SCHOOL, SPRING MILL CENTER, AND WATKINS MILL HIGH SCHOOL**

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

WHEREAS, The following sealed bids were received on December 9 and December 10, 1997, in accordance with Montgomery County Public Schools (MCPS) procurement practices, for chiller and cooling tower replacement at Piney Branch Elementary School, boiler replacement at Spring Mill Center, and chillers refrigerant conversion at Watkins Mill High School, with work to begin on January 14, 1998, and be completed by May 5, 1998, October 15, 1998, and May 20, 1998, respectively; and

WHEREAS, Details of the bid activity are available in the Department of Facilities

Management; and

WHEREAS, The low bids are below staff estimates, and the low bidders meeting specifications have completed similar work successfully for MCPS; now therefore be it

Resolved, That contracts be awarded to the low bidders meeting specifications for the projects and amounts listed below:

<u>Project</u>	<u>Amount</u>
Chiller and Cooling Tower Replacement Piney Branch Elementary School Low Bidder: Shapiro and Duncan, Inc.	\$244,100
Boiler Replacement Spring Mill Center Low Bidder: American Mechanical Services of Maryland, Inc.	106,470
Chillers Refrigerant Conversion Watkins Mill High School Low Bidder: American Mechanical Services of Maryland, Inc.	116,377

RESOLUTION NO. 13-98

Re: **ARCHITECTURAL FEE INCREASE - THOMAS S. WOOTTON HIGH SCHOOL ADDITION**

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

WHEREAS, The Board of Education has recommended additional teaching stations for Thomas S. Wootton High School to address long-range enrollment projections; and

WHEREAS, Sufficient funds for architectural planning of the additional six teaching stations were appropriated as part of the FY 1998 Capital Budget; and

WHEREAS, Staff has negotiated an adjustment fee increase with the architect for additional architectural services; now therefore be it

Resolved, That the architectural services contract with Samaha Associates, Architects, be increased by \$64,400 for additional professional architectural services associated with planning the additional six teaching stations for the Thomas S. Wootton High School addition project.

RESOLUTION NO. 14-98

Re: **ARCHITECTURAL FEE INCREASE - ROCK VIEW
ELEMENTARY SCHOOL GYMNASIUM**

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

WHEREAS, The Board of Education has recommended a gymnasium addition to Rock View Elementary School as part of the FY 1999 Capital Budget; and

WHEREAS, Staff has negotiated an equitable fee increase with the architect for additional architectural services; now therefore be it

Resolved, That the architectural services contract with Delmar Architects is increased by \$47,000 for additional professional architectural/engineering services associated with planning a gymnasium addition as part of the Rock View Elementary School modernization project, contingent upon final County Council action on the FY 1999-2004 CIP request.

RESOLUTION NO. 15-98

Re: **ACCEPTANCE OF RITCHIE PARK ELEMENTARY
SCHOOL**

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

WHEREAS, Ritchie Park Elementary School was duly inspected on December 2, 1997; now therefore be it

Resolved, That Ritchie Park Elementary School now be formally accepted; and be it further

Resolved, That the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 16-98

Re: **ACCEPTANCE OF GALWAY ELEMENTARY SCHOOL
GYMNASIUM**

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

WHEREAS, The Galway Elementary School gymnasium was duly inspected on December 3, 1997; now therefore be it

Resolved, That the Galway Elementary School gymnasium now be formally accepted; and

be it further

Resolved, That the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 17-98 Re: **ACCEPTANCE OF WEST FARM VEHICLE MAINTENANCE**

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

WHEREAS, The West Farm Vehicle Maintenance Facility was duly inspected on December 8, 1997; now therefore be it

Resolved, That the West Farm Vehicle Maintenance Facility now be formally accepted; and be it further

Resolved, That the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 18-98 Re: **CHANGE ORDER OVER \$25,000 - KINGSVIEW MIDDLE SCHOOL**

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

WHEREAS, The FY 1998 Capital Budget included funds for an addition to the new Kingsview Middle School; and

WHEREAS, A contract to complete the addition was approved by the Board of Education on August 25, 1997; and

WHEREAS, A proposal to install the energy management and temperature control systems has been negotiated with the subcontractor that installed these systems in the original building; and

WHEREAS, The project architect and staff have reviewed the cost to complete this work and feel that the proposal is equitable; now therefore be it

Resolved, That a change order in the amount of \$59,722 be approved to the contract with Control Systems Sales, Inc., for the Kingsview Middle School project's energy management and temperature control systems.

RESOLUTION NO. 19-98 Re: **RECYCLING CONTRACT**

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

WHEREAS, MCPS has operated a recycling program since FY 1994; and

WHEREAS, Recycling continues to be a priority for MCPS; and

WHEREAS, Montgomery County Government has obtained favorable bids for transporting materials; now therefore be it

Resolved, That the superintendent of schools be authorized to expend up to \$400,000 yearly for recycling services; and be it further

Resolved, That the Montgomery County bid vendor, Apple Office Movers, Inc., be contracted for recycling pickup services.

RESOLUTION NO. 20-98 Re: **SITE DEDICATION FOR FUTURE ELEMENTARY SCHOOL IN CLARKSBURG TOWN CENTER**

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

WHEREAS, Land use planning studies and the approved master plan for the Clarksburg vicinity have shown the need for a future elementary school to serve the area; and

WHEREAS, The developer of a tract of land known as the Clarksburg Town Center, located in the west quadrant of Frederick Road (MD 355) and Clarksburg Road (MD 121), has offered to dedicate land to expand an existing local park to accommodate a 21.72-acre park/school(see attached map); and

WHEREAS, The Maryland-National Capital Park and Planning Commission (M-NCPPC) currently owns a 13.78-acre park, known as Kings Pond Local Park, adjacent to the land to be dedicated and the assemblage of the two parcels would allow for the eventual conveyance by M-NCPPC of a suitable site for future school construction; and

WHEREAS, Title to the playfields will be retained by the Maryland-National Capital Park and Planning Commission who will have the responsibility for maintenance, and the school

will have access to the adjacent playfields during normal school hours; now therefore be it

Resolved, That the Board of Education authorize acceptance of a 7.94-acre parcel of land to be conveyed at no cost to the Maryland-National Capital Park and Planning Commission for use as a portion of a future elementary school site in the Clarksburg area; and be it further

Resolved, That the Board of Education authorize acceptance of the eventual conveyance from the assembled land from the Maryland-National Capital Park and Planning Commission; and be it further

Resolved, That the superintendent of schools be authorized to express the appreciation of the Board of Education to the owners for the conveyance of this parcel of land.

RESOLUTION NO. 21-98

Re: **ACCEPTANCE OF SITE DEDICATION TO EXPAND A
FUTURE ELEMENTARY SCHOOL SITE IN
NORTHWEST HIGH SCHOOL CLUSTER**

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

WHEREAS, Land use planning studies and the approved master plan for the Germantown vicinity have shown the need for a future elementary school to serve the Northwest High School cluster; and

WHEREAS, The developer of a tract of land known as the Village of Clopper's Mill, located south of Clopper Road (MD 117), between Great Seneca Highway and Mateny Road, has offered to dedicate 5.3996 acres to the Board of Education to expand an existing school site (see attached map); and

WHEREAS, The Board of Education currently owns an 8.3-acre parcel adjacent to this property and the assemblage of the two parcels would expand this site to a suitable size for future school construction; now therefore be it

Resolved, That the Board of Education authorize acceptance of 5.3996 acres to be conveyed at no cost to the Board of Education for use as a portion of a future elementary school site in the Germantown area; and be it further

Resolved, That the superintendent of schools be authorized to express the appreciation of the Board of Education to the owners for the conveyance of this parcel of land.

RESOLUTION NO. 22-98

Re: **RECOMMENDED ADDITIONAL FY 1998
SUPPLEMENTAL APPROPRIATION FOR YEAR 2000
PROJECT**

On recommendation of the Superintendent and on motion of Mrs. Gordon seconded by Mr. Felton, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mr. Felton, Mrs. Gordon, Mrs. King, Ms. Signer, and Ms. Wheat voting in the affirmative; Ms. Gutiérrez voting in the negative:

Resolved, That the Board of Education request an FY 1998 supplemental appropriation of \$12,830,809 from the Montgomery County Council for the Montgomery County Public Schools Year 2000 project in the following categories:

	<u>Category</u>	<u>Amount</u>
3	Instructional Salaries	\$ 109,100
4	Textbooks and Instructional Supplies	1,223,991
5	Other Instructional Costs	11,429,128
11	Maintenance of Plan	57,690
12	Fixed Charges	<u>10,900</u>
	Total	<u>\$12,830,809</u>

and be it further

Resolved, That the requested expenditures are considered as nonrecurring costs according to state law and eligible for exclusion from the maintenance of effort requirement; and be it further

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

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

Re: **STATEMENT**

Ms. Gutiérrez stated that she could not support the above resolution. She had a problem with the school system using the Year 2000 problem, which is a software problem, to buy new PCs, new systems, hardware, and communications networks. She did not have any problem with proposals being made for these items on their own merits. She had a concern in the way the Year 2000 problem was being characterized. In the presentation and documentation, there was very little to justify the level of investment of \$11 million.

This was such a significant amount for the school system. She hoped that there was another way in which the school system can identify the needs and bring them forth as requirements. It was not appropriate to characterize the hardware as not Year 2000 compliant; that is technically inaccurate. It is a matter of checking software. She hoped that staff will begin to look at the way the school system is justifying these purchases and characterize them in a more accurate manner.

RESOLUTION NO. 23-98 Re: **PERSONNEL MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Personnel Monthly Report dated January 13, 1998.

RESOLUTION NO. 24-98 Re: **DEATH OF MRS. JENNIFER M. HALLNER,
CLASSROOM TEACHER, WELLER ROAD
ELEMENTARY SCHOOL**

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

WHEREAS, The death on December 21, 1997, of Mrs. Jennifer M. Hallner, classroom teacher at Weller Road Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Hallner was a conscientious, dedicated professional who constantly provided high quality educational experiences for her students; and

WHEREAS, In the short time that Mrs. Hallner was with Montgomery County Public Schools, she was committed to students and sensitive to the needs of all people, making her an asset to the school system and community; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Jennifer M. Hallner 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. Hallner's family.

RESOLUTION NO. 25-98

Re: **DEATH OF MRS. AMELIA G. MOTEN, FOOD SERVICES SATELLITE MANAGER I, WOOD ACRES ELEMENTARY SCHOOL**

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

WHEREAS, The death on December 21, 1997, of Mrs. Amelia G. Moten, food services satellite manager I at Wood Acres Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Moten had been a loyal employee of Montgomery County Public Schools and a member of the cafeteria staff for more than 30 years; and

WHEREAS, Mrs. Moten'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. Amelia G. Moten 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. Moten's family.

RESOLUTION NO. 26-98

Re: **DEATH OF MRS. EVALEANE V. CREEK, CAFETERIA WORKER I-CPF, DIVISION OF FOOD AND NUTRITION SERVICES**

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

WHEREAS, The death on December 28, 1997, of Mrs. Evaleane V. Creek, cafeteria worker I-CPF in the Division of Food and Nutrition Services, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Creek had been a loyal employee of Montgomery County Public Schools and a member of the cafeteria staff for more than ten years; and

WHEREAS, Mrs. Creek was a team worker who was recognized for her dependability and conscientiousness by staff and associates; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Evaleane V. Creek 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. Creek's family.

Re: **DISCUSSION OF THE PRELIMINARY PLANS FOR
WINSTON CHURCHILL HIGH SCHOOL**

Dr. Vance invited the following people to the table: Mr. William Wilder, director of the Department of Facilities Management; Mr. Richard Hawes, director of the Division of Construction; Dr. Joan Benz, principal of Winston Churchill High School; Ms. Lucie Campbell, cluster coordinator; Ms. Sue Mullineaux, project architect; and Mr. Michael Bellaman, consultant.

Ms. Mullineaux reported that the school is located on Gainsborough drive in Potomac and is located on a 30.4 acre site. The modernization and expanded facility will contain ninety-four teaching stations plus administrative, media, physical education, food service, and other building support areas. The new site will include a bus drop-off area for twenty buses and parking for 355 vehicles. They will stripe the bus drop-off area for thirty-eight additional parking spaces for after-hours use. Field improvements include the addition of two tennis courts, reorientation of the softball field, development of paved play areas, widening of the existing track from five to eight lanes and the addition of visitor seating on the west side of the stadium. Site improvement will include the development of an underground stormwater management facility in the southwest corner of the property. Twenty-four additional teaching spaces will fully modernize and expand the school as part of this project. The majority of the building expansion will be a two-story addition on the east side of the existing building, including classrooms, administrative offices, and the new main entrance. A single-story addition is also planned for the west side of the building to house the new cafeteria and related food service facilities including a service courtyard. Other expansion includes a two-story addition in an existing courtyard and a single-story addition adjacent to the auditorium.

Mr. Bellaman reported that the modernization will occur as phased construction while the building remains occupied. During the development of the preliminary plan the school community expressed a strong desire to phase the modernization so that the staff and students would not have to relocate to a holding facility. The architect and staff worked closely with the Facilities Advisory Committee to develop a phasing plan that would allow the school to remain occupied during the modernization. The phasing plan has been reviewed with local officials and a general contractor; however, minor modifications may be necessary as staff further develops the architectural plans. Mr. Bellaman emphasized that safety will be a primary consideration throughout construction.

Ms. Signer thanked the staff and architects for their flexibility, cooperation, and keeping student safety a paramount concern while developing the phased-in modernization plan. There will be disruption, but this can be done. Under the latest capital budget approved

in November, she noted that when the school is completed it will be at full capacity. She asked what the options were if or when enrollment exceeds the core capacity in 2000. Mr. Lavorgna replied that one master-planned classroom could be added which would bring the building up to its complete core. Beyond that, there is some flexibility within the building to accommodate some additional students. There is a master plan for relocatable classrooms, if needed, and there could be redistricting.

Ms. Signer asked where the portable classrooms would be placed, and where they plan the additional classroom. Mr. Hawes replied that the additional classroom would be near the auditorium. Ms. Signer asked when MCPS could build that classroom without disturbing the plans. Mr. Hawes replied that it could be done as part of next year's budget.

At one of the community meetings, Ms. Signer reported that there was a great deal of discussion about the fact that there will be a smaller student drop-off area during construction. In addition, there will be no student parking during the construction. There was an idea of shrinking the walking distance and providing more bus service during construction in order to decrease traffic congestion at the school. Mr. Fischer replied that staff was in the process of exploring that idea by looking at distances and streets and the number of additional bus routes that would be needed. Ms. Signer pointed out that MCPS would bus all of the students if the school was moved to a holding school during construction.

Ms. Signer noted that there would be 355 parking spaces when the facility is modernized, and asked how that compared with other schools of similar size. Mr. Hawes replied that new schools would have 500 parking spaces. Ms. Signer asked if there was an option to expand parking spaces beyond the 355 spaces. Mr. Hawes replied that every available space was used, including the bus drop-off area and street parking.

Mr. Felton thought there had been a discussion about working with the state to allow more flexibility in classroom design, and he did not see that reflected in the preliminary plans. Mr. Lavorgna replied that the school system was developing master educational specifications with input from the county and state. Mr. Felton pointed out that the discussion was whether classrooms could be larger given technology and certain instructional subjects. They would build the classrooms larger but have greater flexibility so that they could accommodate large or small classes in the same space. Mr. Lavorgna replied that plan has not been completed.

Ms. Gutiérrez thought this was a major undertaking to modernize the building while students are in the building. Ms. Campbell replied that the committee worked closely with the parents, and there was a positive and flexible attitude by all participants. The parents have had ample opportunities to understand the construction phases.

Ms. Gutiérrez asked why there was a major reconfiguration of the building, especially the media center on the second floor. Ms. Mullineaux replied that the architects try to place areas of interest in a contiguous floor plan. The former media center was in a long, narrow space at the rear of the school. The new media center will be a larger space that will accommodate technology and be located close to instructional areas.

Ms. Gutiérrez asked the architect if they have seen the recommendations on ventilation and is staff designing the building utilizing those recommendations and standards. Mr. Hawes replied that the design of the school will utilize the ventilation rates that had just been adopted by the county government, and this building will have the current technology and standards that apply to ventilation.

Ms. Gutiérrez noted that there were concentrated computer science rooms rather than computers spread throughout the school and available to all students. The architect responded that there are mini labs in the building, but other computers are in resource areas throughout the building. Ms. Gutiérrez pointed out that there was not the preferred model on distribution of computers. At Albert Einstein High School, the computers are close to the different departments and instruction.

RESOLUTION NO. 27-98

Re: **PRELIMINARY PLANS FOR WINSTON CHURCHILL HIGH SCHOOL**

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

WHEREAS, The architect for the modernization of Winston Churchill High School, Duane, Cahill, Mullineaux & Mullineaux, Architects, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Winston Churchill 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 modernization of Winston Churchill High School developed by Duane, Cahill, Mullineaux & Mullineaux, Architects.

Re: **DISCUSSION ON THE PRELIMINARY PLANS FOR THE CONSOLIDATED PRINTING FACILITY**

Mr. Wilder stated that the print shop would be consolidated with the county with a modest addition. Functions that staff will relocate are security and a training room for plant equipment operators.

Mr. Ewing asked which agency will pay for this facility. Mr. Wilder replied that it is a county bond requested in the school system's budget. Mr. Ewing thought it should be clear in the budget that the county government sought this facility. Mr. Wilder added that the agreement was with the understanding that the capital and operating funds would not compete, and there would be no negative impact on MCPS employees.

Since this is a consolidated project, Mrs. Gordon asked how closely has the school system worked with Montgomery County Government in the planning and dividing of the facility. Mr. Shields stated that Montgomery County Government has been in on every phase of the project.

Ms. Gutiérrez suggested that the consolidation of the printing facilities have an asterisk showing the funding source.

RESOLUTION NO. 28-98 Re: **PRELIMINARY PLANS FOR THE CONSOLIDATED PRINTING FACILITY**

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

WHEREAS, The architect for the consolidation of the Montgomery County Government and Montgomery County Public Schools printing operations, Coastal Design, Ltd., Architects, has prepared a schematic design in accordance with the feasibility study prepared for this project; and

WHEREAS, The Consolidated Printing 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 consolidation of the printing facility developed by Coastal Design, Ltd., Architects.

Re: **LUNCH AND CLOSED SESSION**

The Board recessed for lunch and closed session from 12:40 to 2:25 p.m.

Re: **PUBLIC COMMENTS**

The following people appeared before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Mike Calsetta	Education Policy
2.	John Hoven	Curriculum

Re: **ROLE AND RESPONSIBILITIES OF THE BOARD OF EDUCATION IN THE REVIEW AND APPROVAL OF CURRICULUM GUIDES AND COURSES OF STUDY**

Dr. Vance invited the following people to the table: Dr. Mary Helen Smith, associate superintendent for the Office of Instruction and Program Development; Dr. Patricia Flynn, director of the Department of Academic Programs; Mr. Jack Schoendorfer, director of the Department of Instructional Support Programs; Ms. Trish Clark, Montgomery County Council of PTAs; Mr. Edward Nolan, teacher at Robert Frost Middle School; and Mr. Daniel Shea, principal of Quince Orchard High School.

During the Board of Education meeting of July 8, 1997, on motion of Mr. Ewing and seconded by Ms. Gutiérrez, the following resolution with a friendly amendment by Mr. Felton was adopted unanimously by members present. In accordance with the *Annotated Code of Maryland, Section 4-111: Curriculum guides and courses of study; study of sign language*, county boards of education are authorized upon written recommendation of the Superintendent, to “establish curriculum guides and courses of study for the schools under its jurisdiction . . .” Additional reference to curriculum guides and courses of study is made in Section 4-205, directing the Superintendent “to prepare and recommend for adoption by the county board curriculum guides, courses of study, resource material and other teaching aids.”

Dr. Smith reported that implementation of state law was described through Administrative Regulation IFB-RA, *Development and Approval of Curriculum and Supporting Materials*. The terms used to refer to curriculum documents in the administrative regulation include *Program of Studies*, course of study, instructional guide, instructional objectives, etc. The Montgomery County Board of Education meets the requirement of the Maryland public school laws when it approves MCPS curriculum documents presented under these or other titles. It is important to note that titles other than curriculum guides or courses of study are used to describe curriculum documents. Recent national and state efforts have attempted to define standards to provide direction about the skills and abilities that should be the focus of instruction and assessment. These national and state curriculum and accountability initiatives are responsible for the creation of a different vocabulary to define the work of curriculum developers.

Dr. Flynn stated that the role of the Office of Instruction and Program Development (OIPD) initiates proposals for the development of curriculum and supporting materials, coordinates curriculum proposal requests from groups outside OIPD, establishes the calendar for processing curriculum documents through the Council on Instruction, and recommends the proposed course or program to the Superintendent for approval by the Board of Education. Membership to the Council on Instruction is established through Administrative Regulation CEB-RA, *Role and Membership of the Council on Instruction* and meetings are open to the public. The Council on Instruction reviews a curriculum proposal, requests changes or

modifications, reviews the revisions, approves requests for pilot implementation of the proposed course or program, reviews the evaluation of the pilot, provides additional feedback, and recommends the proposed course or program to the Superintendent for Board of Education approval. The process occurs when curriculum documents cause fundamental changes in instruction or point of view about instruction. The Superintendent then considers the recommendation of the Council on Instruction and proposes to the Board of Education revisions to the *Program of Studies*.

Deliberations by the Council on Instruction are substantive and rigorous. The process of public review, revision, and critique from stakeholders models the curriculum development standards endorsed by the Association for Supervision and Curriculum Development. It ensures that curriculum development in MCPS remains a dynamic process that requires ongoing refinement and improvements. One reason for the respect accorded MCPS curriculum is the rigor associated with the Council on Instruction review process.

Dr. Schoendorfer stated that the Board of Education enhanced its ability to exercise its authority to establish curriculum and program of studies by providing opportunity for citizens to examine proposed or approved curriculum materials. Board of Education Policy IFB, *Citizen Review of Curricular and Instructional Materials*, states that task forces or committees may review curriculum materials in process of development and provide input and feedback about them. The school system invites citizens also to review newly developed curriculum materials for at least one month before their consideration for adoption by the Board. The Superintendent may recommend that information sessions, public hearings, or other mechanisms are instituted to inform citizens about instructional programs and solicit their reactions to them. Additionally, a representative from the Montgomery County Council of PTAs serves as a member of the Council on Instruction and provides linkages to county PTA groups about proposed curriculum development efforts.

Mr. Shea added that creative innovations in instructional programming may or may not alter curriculum substantially. For example, as local schools develop signature programs, they utilize existing *Program of Studies* documents to guide decisions regarding daily instruction. They select materials of instruction, specific outcomes, or instructional objectives identified in the *Program of Studies* that focus on or enhance their particular "signature" or theme. If a school decides that it requires a change in an existing *Program of Studies* or the school needs new courses to develop that school's signature program fully, those curriculum revisions and new courses are subject to the same curriculum development process as are all other curricula and are brought before the Board of Education for approval.

Mr. Ewing appreciated the review and found it helpful. He thought the school system had a rigorous process within the central office and the Council of Instruction for developing

curriculum. The focus of this meeting should be on what the Board wants to do with curriculum. This process puts the Board in the posture of receiving recommendations without a mechanism to discuss the broad issues of curriculum, the expectations of what students ought to study, and be able to do when they graduate from public schools. He could not think of very many examples where the Board had taken the initiatives in those broad areas; however, there are times when the Board would want to have in place a mechanism to address these broad areas of curriculum.

The Board was zealous in protecting its prerogatives in matters of curriculum. The other side of that is the Board is less able to figure out how it can have some impact on the process. The white paper states that creative innovations may or may not alter the curriculum substantially. What does that mean, and when does that happen? The white paper states that Richard Montgomery High School's adoption of the International Baccalaureate (IB) program required Board approval because it changed the curriculum substantially. Over the years, other programs have not required Board approval although there have been substantial changes; however, Mr. Ewing did not see that addressed in the white paper. The issue is consistency. Whatever it is that constitutes changes that are substantial enough to require Board approval is not clear in the white paper. Is there in the view of the Superintendent and staff some mechanism that would make it possible for the Board to review curriculum issues? Several years ago, the Board had regular reviews of major areas of the curriculum on a monthly or bimonthly basis. The importance of such a review is that no other legal or policy issue is more important for a board of education than what students are taught.

Dr. Smith responded that when the Council on Instruction approved the IB program and course of studies, the Council approval was on a systemwide basis. Some of the new IB courses at Springbrook High School will come to the Board for approval. Dr. Smith would welcome more time before the Board to discuss approaches and research that lead staff to change instructional practices.

Dr. Vance asked if there was a set of criteria which would distinguish between new and substantially changed curriculum that must come before the Board for approval. Dr. Smith stated that the Core Learning Goals were not included in the paper. As staff is looking at the four areas that are being tested (math, science, English and social studies) and curriculum is not meeting those Core Learning Goals, they will revise and bring the curriculum to the Board for approval. National standards might indicate a revision of curriculum and, again, that would come to the Board for approval.

Mr. Ewing observed that state law states that the Board has to approve not only curriculum guides and courses of study, but also resource material and other teaching aids. Similarly, MCPS regulations state that the Superintendent sends to the Board the *Program of Studies* and other documents that prescribe instruction. The point that he was raising

was that the language used was unclear, and the criterion that states what comes to the Board for its discussion and review were unclear.

Dr. Vance remarked that the Board periodically should review its policies. He thought it was a good idea for the Board to establish ground rules and guidelines for reviewing curriculum. He would not hesitate to prepare those documents, if the Board was interested in devoting the time for such discussions.

Mrs. King thought the Board walks a very fine line between what the Board should or should not approve. She would not want to see the Board getting to the point where it was approving books that are being read by students. The Board should look at exactly what it should be approving and not step over the line to things that would be micro management.

Mr. Felton thought the dialogue that the Board was beginning was interesting. The advantages of bureaucracy in a large system are that MCPS has many experts who are doing a fine job. Therefore, there is the acceptance of some Board members to defer those academic issues to those experts. The question could have been: if the Board wanted to play a different role in curriculum development, what would some of those options be as opposed to meeting legal responsibilities. Another option would have been to make this an agenda item at a Board retreat, so there would be a sense if the Board would like a different role in the development of curriculum. If the Board were to figure out a way that there could be some options that Board members could play throughout this modified process, what would that look like and were there options for the Board to consider? He was not sure of the position of the Board and whether it wanted to play a different role, and there was not a consensus among Board members.

Dr. Vance thought that having a conscientious review of the curriculum guides and documents would be helpful. The problem with periodic reviews of the curriculum is that it is very time consuming for staff.

Ms. Signer was concerned that the flow chart for curriculum development did not indicate an early opportunity for public engagement. The white paper indicated that when the Superintendent brings the curriculum to the Board for approval, it is available for one month for public review and after that the process is complete. She urged the school system to find some mechanism for public comment and outside verification of the direction and content of a newly developed curriculum. Another issue that was important to her was when new curriculum is in place, there is some method for reviewing both internal and external to the school system whether or not that was appropriate curriculum as well as the methods used to teach that curriculum. As an example, Ms. Signer thought that the ISM method of instruction in mathematics was outdated. Currently and as one example, the Maryland School Performance Program has a more problem-solving

approach and not the approach to discrete tasks of ISM. Therefore, there needs to be a process for deciding when it is time to look at the curriculum used and the delivery of that curriculum to students.

Ms. Gutiérrez was delighted that this agenda item was before the Board for discussion; however, the focus of the *resolve* was to look at the Board's role in curriculum development. One of the primary functions of any board of education is the review and approval of curriculum. What is done in Montgomery County is not the way it is done in other school systems where there is a range of activities for involvement in the curriculum development process. As an example, other counties have reviewed and analyzed the Core Learning Goals, and it has been presented to at least five other state boards. In other words, the analysis outlines what the state mandates, present the new curriculum, what the system is teaching, and the adjustments made in the system's curriculum. As a Board member, Ms. Gutiérrez felt that she needs to know that information to decide where the state's initiative will affect local boards.

When the technology education curriculum came before the Board, it was already printed and ready to be implemented. The first time the Board took official action it was to the letter of the regulations, but the Board had a minimal role or rubber stamp in approving the curriculum. It is important for the Board to rethink its role and responsibility in the review and approval of curriculum. She hoped that the Board would recommend that the Superintendent bring a policy analysis to the Board for its consideration.

Dr. Cheung pointed out that to have a quality school system, that system needs quality teachers, staff, parents, and curriculum. The curriculum is the heart of the school system as well as the delivery of instruction to students. What the Board had before it was an operational model for staff in curriculum development. There is an internal continuous improvement, but no one has totally integrated it into a systemic improvement. A system as large as MCPS demands research and development models, accountability models, and/or innovation and creativity models. There must be operational compliance and accountability to regulations and laws. The Board touches on many aspects of the process, but there is little on the strategic aspects about curriculum and instruction and the direction of the school system into the 21st century.

Mrs. Gordon agreed with Mr. Ewing's comment that the school system had not been consistent in the development and approval of special programs. This discussion was initiated by signature programs and the need to approve or not approve those programs. The Board pondered whether it should approve the concept of the signature program or approve the curriculum or specific courses. The Board has not addressed those questions. It leaves open the whole disparity between schools and how they have come to develop their programs. Again, that leads to what is a significant change in curriculum. The Board needs to have another discussion. It needs to look at signature programs that

have been developed and where the decisions have been made when the Board has approved curriculum, and when it does not need Board approval. Since the white paper did not define significant change in the white paper, the Board would obtain its definition by looking at individual program development and the approval process. Also, there needs to be a definition of curriculum since there have been descriptions of courses, methods, curriculum with many descriptors that go beyond the curriculum and the supports to implement curriculum. Updating the Board on the directions of curriculum might be helpful and why there is a need for that review and/or change.

At this point, Mrs. Gordon did not need additional review, but more in line with keeping the Board informed. It would be nice to have a review of each of the curriculum areas; however, that means something else will not get done due to time constraints. As the Board reviews the Core Learning Goals and the Skills for Success and certifies to the state that those are embedded in the curriculum, it is important for the Board to be involved and get regular updates and reports. She was not that concerned about the Board having a hands-on approach regarding curriculum. However, as the Board looks at special programs that are significantly different from what has been done, the Board needs to agree on what role it wants to have.

Mr. Ewing agreed with Ms. Signer about the importance of public involvement. The Board needs opportunities to ensure that from time to time it can review or revise where the school system is regarding curriculum. If the Board wants to approach its role and responsibilities in curriculum development, it would address itself to those issues Mrs. Gordon mentioned the embedding of the Core Learning Goals into the curriculum. The Board could also address one issue a year like reading or social studies. Mrs. King spoke about micro management, and that the Board should not be involved in working out the details of a course. However, law has charged the Board to review and approval of curriculum. There is a need for definitions, and through the definitions the Board could avoid micro management. Dr. Cheung is right when he spoke about long-term strategic plans for the school system and that must include what the school system plans to teach and what students are expected to learn.

Re: CLASS SIZE REDUCTION EFFORTS

Dr. Vance invited the following people to the table: Dr. Steven G. Seleznow, associate superintendent for the Office of School Administration; Dr. Marlene Hartzman, director of the Department of Educational Accountability; and Mr. James Terrill, executive assistant to the deputy superintendent of schools.

Dr. Seleznow pointed out the summary of documents attached to the white paper, Charts 3 and 4 (attached to these minutes), documents sent to the Board Office for review, and the following recommendations:

Elementary School

Add 208 classroom teacher positions over the next three years (104 in FY 1999, 52 in FY 2000, and 52 in FY 2001) to provide a 15:1 ratio for reading instruction in Grades 1 and 2.

Complete Board of Education initiative by adding 18.3 classroom teacher positions in FY 1999 and FY 2000.

Middle School

Add 33.0 Grade 7 mathematics support teachers to reduce class sizes for mathematics instruction in Grade 7.

Complete Board of Education initiative by adding 9.1 classroom teachers in FY 1999 and FY 2000.

High School

Change the high school staffing formula to reflect full utilization of a seven-period day for students by adding 43.2 classroom teacher positions.

Add 16.6 classroom teacher positions to lower Algebra I class sizes to 20: 1.

Complete Board of Education initiative by adding 13.8 classroom teacher positions in FY 1999 and FY 2000.

Ms. Gutiérrez asked about oversized classes without educational load. The school system could be resolving a problem in the wrong place. How are the proposals before the Board going to correct the worst scenario in relation to educational load? Dr. Seleznow replied that it is predicated on the kinds of programs that the Board has placed in those schools, the nature of those programs, and the assignment of the teachers. Ms. Gutiérrez asked if staff included special education programs in calculating class size, and having more students that are less diverse is easier. Dr. Seleznow remarked that the chart reflected the professional staff in a school, and not in a class. Ms. Gutiérrez stated that if the school system is looking at oversized classes and not factoring in the educational load, then it may be correcting things that do not need correction. Dr. Seleznow outlined that when the school system allocates the complement of staff that is the first thing done with every school in the county. Staff is particularly sensitive in looking at high educational load as a criterion for additional staff.

Mr. Felton asked if educational load was a clear quantifiable measure that states: based on these educational load factors, here are "x" number of teachers added to support the school. Mr. Terrill reported that no guideline triggers additional staffing at a certain

educational load. Original allocations that support, for example, QIE academic support and all-day kindergarten are in schools and were not based on educational load. OSA does look at additional staffing and allocates staff based on need.

Ms. Gutiérrez stated that the school system does not have an allocation targeting educational load, and that is why there is the variation. Dr. Seleznow replied that there are QIE disadvantaged positions based on educational load and staff runs a series of databases sorted by high to low educational load schools.

Mr. Ewing thought that one of the important things to focus on in the discussion of class size reductions is to list objectives tied to class size reduction, such as improving reading in the elementary schools. Also, he thought that one of the things that will make this effort work better, as it is focused on some objectives, is to make sure that teachers receive training in reading. He has heard that in elementary schools half a dozen teachers can be teaching reading in half a dozen different ways. He did not see in the Superintendent's budget proposal or the white paper an emphasis on the issue of training. Mr. Ewing pointed out that his memorandum stressed evaluation and research to ascertain effectiveness of this approach. Mrs. Gemberling replied that in the budget initiative there is, in addition to the training that exists, \$500,000 set aside and focused on the reading initiative, and there is a component for assessment.

Dr. Cheung stated that he has been indoctrinated to believe that in order to have any quality results, the class size needs to be reduced to fifteen students. He thought the school system could get some general data of the oversized classes and correlate that data with the functional or CRT tests. With that information, staff could determine if there is any correlation between staffing ratios and achievement. Also, it would be interesting to look at schools with grants to see if the grants enhance achievement. That data should be collected and analyzed over several years to determine if there is, in fact, any correlation. The Board is interested in student achievement, not just reducing class size. Dr. Seleznow replied that correlations can be drawn on the investment of additional staff and/or the quality of the teaching.

**Re: DISCUSSION ON THE REPORT OF THE WORK
GROUP ON SAFETY AND SECURITY**

Dr. Vance invited the following people to the table: Dr. Hiawatha B. Fountain, associate superintendent for the Office of Pupil and Community Services; Dr. Steven G. Seleznow, associate superintendent for the office of School Administration; Ms. Janice C. Mostow, principal of Bethesda-Chevy Chase High School; Dr. Richard L. Towers, principal of Albert Einstein High School; Mr. Frederick S. Evans, principal of Gaithersburg High School; and Ms. Rosalva Rosas, principal of Roberto Clemente Middle School.

In May of 1997, the high school principals of Montgomery County Public Schools produced

a position paper entitled Safety and Security in Our High Schools. The position paper enumerated concerns about the increasing violence and disruption in schools that parallels the increased violence in society. It articulated the principals' recommendations for maintaining or reclaiming safe and orderly schools, thus maximizing teaching and learning. Making it clear that other issues are affecting safety and security, principals limited their recommendations in this position paper to three areas of paramount importance: MCPS expulsion policy and practice, alternative programs and processes, and the transfer and placement of disruptive students.

Mr. Evans, Ms. Mostow, Dr. Towers, and Ms. Rosas reported that in August of 1997, the Superintendent formed two workgroups on school safety and security. These workgroups were designed to elicit insights from a broad spectrum of constituencies including principals, teachers, students, central and field office staff, and parent representatives to address student behavioral problems. The two workgroups - one on Policies, Regulations and Procedures and one on Alternative Programs - were asked to provide advice and counsel in the formation of recommendations to improve safety and security in schools and enhance general school order and discipline. In his August 12 memorandum to the sixty workgroup participants, Dr. Vance charged the two workgroups with the following:

POLICIES, REGULATIONS, AND PROCEDURES

- * Review data related to requests for expulsion
- * Examine the range and severity of disciplinary actions in relation to infractions described in the policies and regulations
- * Review the range of interventions available in response to suspension or expulsion
- * Review policies and regulations specific to school order and discipline
- * Make specific recommendations to be included in the workgroup report

ALTERNATIVE PROGRAMS

- * Examine the range of intervention strategies and alternative programs
- * Review how school-based alternative positions are used
- * Review process and procedures for returning students to a regular secondary school from an alternative setting
- * Look at the role of home school staff and parents in the enrollment and placement process
- * Make specific recommendations to be included in the workgroup report

RECOMMENDATIONS

The workgroups identified priority concerns and recommendations. Since the time frame did not allow an exhaustive study of these issues, a number of recommendations have been made to further benchmark successful programs or reevaluate existing alternative programs and entrance / exit procedures.

Concerns centered around four key areas of school safety and security: the need for additional alternative placements for disruptive students, the need for additional supports and interventions for at-risk students at the local school level, the lack of consistency between policy and practice in expulsion cases, and the lack of a consistent process to ensure that students returning from extended suspensions or expulsions had participated in designated interventions before their return to school.

The workgroup, believed that prevention, early intervention, and strong parent involvement is particularly essential for all at-risk students. Schools and community agencies must work together for early prevention and supports for students at-risk and their parents.

The workgroup believed that the basis for creating a safe and secure learning environment comes from establishing a positive school climate in which every adult feels a responsibility for providing opportunities for every child to grow, learn, and achieve within an atmosphere of safety. In order for all adults to take an active role in and responsibility for creating a safe and secure learning environment within their schools, they need comprehensive training in a continuum of effective intervention techniques and program models as a prerequisite for creating a safe and secure learning environment. Therefore, the workgroup recommends that:

Montgomery County Public School system staff implement in all schools a comprehensive behavior management program. This program should articulate early intervention, prevention, and responsive techniques which staff can use to support positive student behaviors.

The workgroup believes that a growing number of students who continue to exhibit disruptive behaviors in school need alternative placements. Current programs do not meet this need as evidenced by the number of students on extended suspensions who have been placed on Home and Hospital Teaching. In Fiscal Year 1997, 191/186 middle and high school students recommended for expulsion were placed on Home and Hospital Teaching by the field offices and the Deputy Superintendent's Office. A priority for these alternative placements is that they meet school and school system needs. Therefore, the workgroup recommends that:

- * Appropriate staff, including principals, audit the current alternative programs to determine if the program design and delivery continues to match current school system priorities.
- * Appropriate staff benchmark successful alternative programs in other school districts and propose what new programs need to be created.

- * Montgomery County Public Schools create a mandatory alternative program as a last chance for chronically disruptive students.

Approximately eight years ago the Montgomery County Board of Education mandated that certain offenses were so serious and detrimental to the safety and security of schools that principals were required to recommend expulsion for them. These offenses are possession of intoxicants and controlled substances with intent to distribute, possession of firearms or dangerous weapons, and possession of portable communication devices. Principals recommend expulsion for each of these offenses, but relatively few of the students recommended for expulsion are actually expelled from MCPS. Principals sent 960 requests for expulsion to the field offices during Fiscal Years 1996 and 1997. The 233 requests forwarded to the Deputy Superintendent's Office in FY97 resulted in only sixteen expulsions. The workgroup felt that limiting the mandatory expulsion recommendations to only those offenses for which the school system planned to follow through on expulsion was important. Therefore, the workgroup recommends that:

- * Appropriate staff, including principals, reexamines the minimum and maximum penalties for major disciplinary infractions to determine where extended suspension and expulsion are appropriate. This would allow principal discretion when appropriate, yet achieve consistency.
- * After redefining expellable offenses, Montgomery County Public Schools expel those students, after being afforded due process, who commit such offenses.
- * Appropriate staff, including principals, develop a system of graduated sanctions that includes suspension, extended suspension, and expulsion as defined above.

Workgroup members believe that the process of returning to school after an extended suspension or expulsion for a specified time should be made more rigorous. A formal re-entry process should be developed for students returning to school after suspension. Expelled students should have to apply for readmission with their return to school contingent upon the satisfactory completion of indicators identified during the expulsion hearing. A hearing and placement office would ensure that policies and regulations are upheld, guarantee that alternative school spaces are available for the chronically disruptive, provide consistency in the re-entry process, and facilitate the necessary data collection. Uniform data collection among schools, field offices, and the Deputy Superintendent's Office needs to occur so that they can study the extent and nature of violent and disruptive acts and target resources to counteract these behaviors. Therefore, the workgroup recommends that:

- * Staff develop a formal re-entry process for families and students who are placed on extended suspension or expelled for a specified period.

- * Montgomery County Public Schools establish a hearing and placement office. This office should include a board of principals.

These recommendations are discussed in more detail in the formal report. Wherever appropriate, budget implications of the recommendations and items for further study were identified.

Mrs. Gordon commended the workgroup for their quick work, good evaluation of the situation, and reasonable recommendations. At the beginning, there was a great deal of concern about safety and security issues; however, those concerns may have been overstated. She was glad to hear Mr. Evans state that MCPS schools were orderly and most students are attending to their studies. The process for reentry of students, whom MCPS have suspended, expelled, or placed was recommended in several places in the report. She asked the workgroup if there was a discussion about administrative interaction with the parent(s) and student at the time of the suspension to delineate the expectations for the student to be considered for reentry into school. Ms. Mostow replied that when there is a serious infraction, school personnel work with the Pupil Personnel Worker to help the student return to a regular school setting. The recommendations could encompass such a process in order for the parent(s) and student to know the expectations for the student while on suspension or expulsion. There may need to be two reentry procedures: (1) for a shorter suspension of less than ten days, and (2) one for a longer suspension and expulsion.

Mrs. Gordon was pleased that staff planned to benchmark alternative programs with other school systems. She stated that not all alternative programs have to be administered by the school system. Some school districts contract with groups that provide alternative programs and the success rates have been extremely high. She hoped that MCPS would look at those types of alternatives for MCPS students who might be placed on home instruction.

Mrs. Gordon noted in the report the recommendation to redefine duties and responsibilities of the student support specialist and allocation of one full-time comprehensive behavior management support teacher. She would like a review of those positions and the scope of their responsibilities before inclusion in the operating budget. Some schools might choose to use the student support specialist in exchange for the behavior management teacher. She wanted the school system to study the current positions and redefine positions prior to allocating additional staff.

Ms. Signer thanked the workgroup for their recommendations, and the principals for raising this issue in order to address and resolve it in a meaningful process. The report parallels her opinions about the principals' recommendations for suspensions and expulsions when,

in fact, there was no reason to hope that those recommendations would be upheld. She thought the report's system of graduated sanctions for infractions was reasonable. She was pleased with the suggestion to audit the alternative programs, evaluate the success of those programs, and increase the number of slots for alternative programs. The number of students on home instruction demonstrates the need for more alternative programs. Alternative programs give students the opportunity to be successful and reevaluate their past behavior. However, there are some infractions that are so serious that students can and must be expelled with the assurance of due process. When a student returns to the regular school program following an expulsion or placement in an alternative program, the reentry process must have a component to assure that some intervention gives the system hope that the student will succeed in the regular education environment. Regarding strengthening the parent partnership, she believed that the resolution that the Board adopted called for a public hearing on the recommendations proposed by the workgroup. These recommendations should be distributed for review and comment by the broader community; however, it should not cause undue delay in moving forward with the recommendations.

Mr. Felton was pleased with the collaborative effort and the things that have happened as the result of the principals' initial report. He was supportive of the recommendations of the workgroup and the focus on inappropriate behavior versus safety needs. There needs to be further clarification because the two terms are interchanged. When the report refers to the hearing and placement office, it suggests a board of principals. Was there any discussion of the board including students? Mr. Evans replied that the workgroup had not explored that concept, but there was merit to include peers on the board. Ms. Mostow stated that the board would be a group of staff including a principal. Mr. Evans clarified that the spirit behind the suggestion was that one person would not be making the decision, and it would be a broad-based group. Dr. Towers pointed out that the concept was an orderly environment where teachers can teach and students can learn, and not look solely at violence and safety.

Regarding the reentry concept, Mr. Felton stated that concept assumes that students know what appropriate behavior is. Was there any discussion on what MCPS does early in the educational career of a student to teach he/she what is expected? Dr. Seleznow replied that a recent MSDE study reported that students who felt loved and connected to the school, who were engaged when they came to school, and who were supported emotionally were less likely to be disruptive.

Ms. Gutiérrez thought the report was excellent, and dealt with a very complex societal issue. The student-centered behavior management looks at the total continuum of behaviors. If the school system does anything less than look at that total continuum, MCPS will not be doing the right thing. Her concern with some of the recommendations was that the report dealt with only one piece of the continuum. Her concerns were: (1)

there needs to be a data analysis to determine the root causes of student behavior; (2) what are the legal and criminal justice issues that are related to the suspensions and expulsions; (3) what are the implications of the direct involvement of the criminal justice system issuing orders for mandatory school attendance; (4) what are the tradeoffs of dealing with a comprehensive prevention model or a punitive model; (5) the costs of home instruction may be enormous; and (6) the long-term societal view of what is happening to the student when they leave the public schools. There is a delicate balance between the rights of the individual and the collective student body. The next steps must look at: (1) the implications of the concerns listed above; (2) a feasibility study for a larger alternative program; and (3) policy, regulation, and procedure implications.

Mr. Ewing asked for clarification on the results from participation in the comprehensive behavior management training with specific interventions, and the recommendation for a comprehensive behavior management program. Also, there is a recommendation to have instruction in specific social skills infused through academic and content instruction. He asked the workgroup what was the intent of those two recommendations. Ms. Rovas stated that the workgroup supported the comprehensive behavior management training as a specific model, but did not want to limit the scope of the behavior model ultimately employed by the school system.

Dr. Cheung thanked the workgroup for their hard work and recommendations. He supported many recommendations related to students, staff, and parenting. He was interested if the workgroup discussed improving the existing school climate and environment. Mr. Evans replied that the climate was behind the entire discussion. All schools are trying to attain a positive school climate for teaching and learning; however, individual schools may attain that positive climate in different ways.

Ms. Wheat thought communication is vital for both students and staff. The first day of school all of the "rules" and expectations are given to the students; however, many students are not comprehending the ramifications of their behavior. Every teacher at every level needs to keep communication open, and there must be mutual respect by both parties.

Ms. Signer assumed that the next step would be to move forward with the recommendations that the Superintendent had endorsed. She asked for the Superintendent's comment on the reentry process. Dr. Vance indicated the seven next steps in his memorandum were based on his conclusions drawn from the workgroup's report. Staff will review the disciplinary infractions and penalties, and within that context, will consider the next steps.

Mrs. King remarked that when the Board met with the students, they were serious about discipline and the penalties imposed by the school system. For example, suspension of

a student for three days was not the answer to correct student behavior because the penalty did not change the behavior. The students discussed the different drug/alcohol programs to education students, and they felt those programs were not productive. There must be programs or methods developed that have a greater impact on student behavior. Mrs. King commended the workgroup for their fine work.

RESOLUTION NO. 29-98 Re: **REPORT OF THE WORK GROUP ON SAFETY AND SECURITY**

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

Resolved, That the Board of Education accept the Report of the Work Group on Safety and that the Superintendent bring forward recommendations for Board approval as the Work Group, Superintendent, and staff completes their review.

RESOLUTION NO. 30-98 Re: **CLOSED SESSION RESOLUTION**

On recommendation of the Superintendent and on motion of Dr. Cheung seconded by Mrs. Gordon, 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 sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Tuesday, February 10, 1998, from 8:30 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss personnel matters and other matters protected from public disclosure by law, to review and adjudicate appeals, and to address other issues including consultation with counsel to obtain legal advice; and be it further

Resolved, That these meetings be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-107, Education Article of the Annotated Code of Maryland and Section 10-508 of the State Government Article; and be it further

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

Re: **REPORT OF CLOSED SESSION**

On November 11, 1997, by the unanimous vote of members present, the Board of

Education voted to conduct a closed session on December 9, 1997, as permitted under § 4-107, *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 December 9, 1997, from 8:45 to 9:55 a.m. and 12:30 to 1:45 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, school names, advisory committees, and legal matters with its attorney. The Board reviewed and adjudicated Appeals T-1997-72, T-1997-73, T-1997-77, T-1997-78, T-1997-79, and 1997-30.

In attendance at part or all of the above closed sessions were: Elizabeth Arons, Larry Bowers, Alan Cheung, Blair Ewing, David Fischer, Hiawatha Fountain, Kathy Gemberling, Carole Goodman, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, George Margolies, Wayne Mills, Glenda Rose, Ruby Rubens, Steven Seleznow, Ed Shirley, Mona Signer, Roger Titus, Bill Wilder, and Debbie Wheat.

On December 16, 1997, by consensus of the members present, the Board of Education conducted a closed session on December 16, 1997, as permitted under § 4-107, *Education Article of the Annotated Code of Maryland and State Government Article §10-501*. The Montgomery County Board of Education met in closed session from 9:15 to 10:10 p.m. in Room 120 of the Carver Education Services Center to discuss negotiations.

In attendance at part or all of the above closed session were: Larry Bowers, Alan Cheung, Blair Ewing, Bea Gordon, Ana Sol Gutiérrez, Nancy King, Don Kopp, George Margolies, Glenda Rose, Mona Signer, and Paul Vance.

On January 8, by consensus of the members present, the Board of Education conducted a closed session on January 8, 1998, as permitted under § 4-107, *Education Article of the Annotated Code of Maryland and State Government Article §10-501*. The Montgomery County Board of Education met in closed session from 7:35 to 9:55 p.m. in Room 120 of the Carver Education Services Center to discuss negotiations.

In attendance at part or all of the above closed session were: Larry Bowers, Alan Cheung, Blair Ewing, Roland Ikheloa, Reggie Felton, David Fischer, Bea Gordon, Ana Sol Gutiérrez, Nancy King, Don Kopp, George Margolies, Tom Reinhert, Glenda Rose, Mona Signer, and Paul Vance.

RESOLUTION NO. 31-98

Re: **MINUTES SEPTEMBER 9, 1997**

On motion of Mrs. Gordon and seconded by Ms. Wheat, the following resolution was

adopted unanimously:

Resolved, That the Board of Education approves the minutes of September 9, 1997, meeting.

RESOLUTION NO. 32-98 Re: **MINUTES SEPTEMBER 22, 1997**

On motion of Ms. Wheat and seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education approves the minutes of September 22, 1997, meeting.

RESOLUTION NO. 33-98 Re: **MINUTES OCTOBER 7, 1997**

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

Resolved, That the Board of Education approves the minutes of October 7, 1997, meeting.

RESOLUTION NO. 34-98 Re: **MINUTES OCTOBER 27, 1997**

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

Resolved, That the Board of Education approves the minutes of October 27, 1997, meeting, and commends staff on the enormous effort on recording the discussions of the Board.

RESOLUTION NO. 35-98 Re: **MINUTES OF NOVEMBER 5, 1997**

On motion of Ms. Signer and seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education approves the minutes of November 5, 1997, meeting.

RESOLUTION NO. 36-98 Re: **MINUTES OF NOVEMBER 12, 1997**

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

Resolved, That the Board of Education approves the minutes of November 12, 1997, meeting.

RESOLUTION NO. 37-98 Re: **MINUTES OF NOVEMBER 13, 1997**

On motion of Dr. Cheung and seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education approves the minutes of November 13, 1997, meeting.

RESOLUTION NO. 38-98 Re: **MINUTES OF DECEMBER 11, 1997**

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

Resolved, That the Board of Education approves the minutes of December 11, 1997, meeting.

RESOLUTION NO. 39-98 Re: **BOARD APPEAL 1997-30**

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

Resolved, That the Board of Education adopts its Decision and Order in Appeal 1997-30, a non-residency tuition waiver, reflective of the following vote: Dr. Cheung, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Mr. Ewing voting to reverse; Mr. Felton was absent.

RESOLUTION NO. 40-98 Re: **BOARD APPEAL T-1997-77**

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

Resolved, That the Board of Education adopts its Decision and Order in Appeal T-1997-77, admission to the all-day kindergarten, reflective of the following vote: Dr. Cheung, Mr. Ewing, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Mr. Felton was absent.

RESOLUTION NO. 41-98 Re: **BOARD APPEAL T-1997-78**

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

adopted:

Resolved, That the Board of Education adopts its Decision and Order in Appeal T-1997-78, admission to the highly gifted center, reflective of the following vote: Dr. Cheung, Mr. Ewing, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Mr. Felton was absent.

RESOLUTION NO. 42-98 Re: **BOARD APPEAL T-1997-79**

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

Resolved, That the Board of Education adopts its Decision and Order in Appeal T-1997-79, admission to the highly gifted center, reflective of the following vote: Dr. Cheung, Mr. Ewing, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Mr. Felton was absent.

RESOLUTION NO. 43-98 Re: **THE "AVERAGE" STUDENT**

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

Resolved, That the Superintendent provide to the Board a paper addressing, among other matters: what is currently in place to provide differentiated instruction to on-level students; what efforts are made to assign exemplary teachers to on-level classes; what expectations are set forth for students taking on-level classes; and what organizational structure exists to support the program delivery of instructional services to on-level students.

Re: **DISCUSSION**

Mr. Ewing suggested that the Superintendent define the average student in Montgomery County and elsewhere, Ms. Gutiérrez suggested a data picture of the average student, and Mrs. Gordon hoped that the discussion would include the expectations for students who are taking on-grade classes.

Re: **NEW BUSINESS**

1. Mrs. King moved and Ms. Signer seconded the following:

WHEREAS, The Linkages to Learning program, now in its fifth year of operation, is an interagency collaborative effort between MCPS, the Department of Health and Human Services and private nonprofit community

service organizations, which provides a variety of school-based health, mental health, and social services to students and their families; and

WHEREAS, The Linkages to Learning program currently offers services at the following MCPS schools: Highland, Summit Hall, Broad Acres and Harmony Hills elementary schools, the Mark Twain School and at the School Health Services Center at Rockinghorse Road, and additional sites are being implemented at Gaithersburg Middle and Greencastle Elementary schools; now therefore be it

Resolved, That the Superintendent be directed to schedule for discussion and action an update on the status of Linkages to Learning that includes the cost of the program, its effectiveness, and strategies for its long-term viability; and be it further

Resolved, That the meeting include representatives of the County Council, the County Executive, and all other appropriate stakeholders in the interagency Linkages to Learning program.

2. Mr. Felton moved and Ms. Gutiérrez seconded the following:

WHEREAS, The Board of Education is committed to expanded use of technology in both our academic programs and business practices; and

WHEREAS, The Board of Education continues policies and practices to assure that the citizens of Montgomery County receive the maximum return for their investments as taxpayers; and

WHEREAS, The Board of Education, the Superintendent, and the employees of MCPS are committed to continuous improvements in academic and business practices; and

WHEREAS, Montgomery County Public Schools currently has a practice of purchasing only brand name personal computers and related equipment; now therefore be it

Resolved, That the Superintendent provide to the Board of Education an assessment of MCPS' current practices regarding the purchase of non-brand name personal computers and other related equipment, including, but not limited to, the business rationale, alternative practices, potential savings, and operational impacts with the elimination or modification of this practice; and be it further

Resolved, That, upon receipt of this assessment from the Superintendent, the Board schedule this matter for discussion and action at a Board meeting,

3. Mr. Felton moved and Mrs. Gordon seconded the following:

WHEREAS, The Board of Education is committed to full involvement of the community in the development of policies and programs; and

WHEREAS, The Board of Education continues to seek active involvement of the citizens of Montgomery County through public hearings, forums, cluster meetings, public television, and electronic mail; and

WHEREAS, The accurate assessment of public opinion is critical in the allocation of personnel and resources; now therefore be it

Resolved, That the Superintendent provide to the Board an assessment of the expanded use of formal polling to determine public opinion relative to proposed policies and programs. The assessment should include, but not be limited to, areas where formal polling may be more appropriate, more cost effective, and more accurate, and be it further

Resolved, That, upon receipt of this assessment from the Superintendent, the Board schedule this matter for discussion and action at a Board meeting

4. Mr. Felton moved and Ms. Gutiérrez seconded the following:

WHEREAS, The Board of Education is committed to providing quality service to our community; and

WHEREAS, The Board of Education periodically conducts surveys to assess parents' satisfaction with the delivery of quality educational services; and

WHEREAS, There is a perception within some aspects of the community that some MCPS officials are not as "customer-focused" as desired by the Board of Education and the Superintendent; now therefore be it

Resolved, That the Superintendent be requested to bring to the Board specific recommendations in addressing these perceptions including, but not limited to, an assessment of the use of customer response forms and/or more consistent documentation of the quality and satisfaction of services provided MCPS staff.

5. Mr. Ewing moved and Ms. Gutiérrez seconded the following:

Resolved, That the Board of Education schedule action, at a time related to other actions on the capital budget, an additional amendment which would provide for the appropriation of \$300,000 for a Montgomery Blair High School capital project to complete the auditorium, in particular the loft rigging and curtain, stage lighting, dimmer system, stage sound system, stage control console, and production manger's network, with a view to making certain that the auditorium at Montgomery Blair High School is comparable to auditoriums at other schools throughout the county.

6. Mr. Ewing moved and Ms. Gutiérrez seconded the following:

WHEREAS, The Board of Education discussed curriculum development and the Board's role in it on January 13, 1998, and determined that this matter needed further discussion; now therefore be it

Resolved, That the Board of Education schedule further discussion of and possible action on the role of the Board of Education in curriculum review and approval; and be it further

Resolved, That the Superintendent be asked to propose definitions, for purposes of the Board's role in curriculum development, a number of terms such as, but not limited to, curriculum, curriculum guides, courses of study, resource materials, other teaching aids, program of studies, other documents which prescribe instruction, and, as well, what it means to speak of substantial change in curriculum warranting Board action, and such other terms as may need further definition in the Superintendent's view; and be it further

Resolved, That the Superintendent suggests to the Board criteria that might be used to determine what curriculum actions should be sent to the Board of Education for action; and be it further

Resolved, That the Superintendent outline several possible options for managing the Board's review of curriculum, including, but not limited to, one or two subject area reviews per year, review of how the state's Core Learning Goals are to be integrated into the curriculum, and any other approaches; and be it further

Resolved, That the Board also reviews at the time this is scheduled for discussion and possible action the two resolutions that are attached.

The Role and Responsibility of the Board of Education in the Review and Approval of Curriculum

Resolved, that the Superintendent of Schools will develop, subject to approval by the Board of Education, a curriculum development process which:

1. regularly evaluates and revises curriculum content and effectiveness as part of the Success for Every Student planning process;
2. builds consensus using a variety of media and avenues (e.g. email, verbal, and exchange of written drafts); and
3. fosters open communication and seeks input from curriculum coordinators, teachers, principals, parents, and business/ community members from initial concept to final product.

The Superintendent will also request advice from technology companies concerning workplace routines that foster continuous innovation, and how those might be adapted to curriculum development.

The curriculum development process will include the following stages of

1. **Concept Development.** All stakeholders (curriculum coordinators, teachers, principals, parents, and business/ community members) are encouraged to contribute views and ideas in a spirit of brainstorming, where it is explicitly understood that all contributions are welcome, and none of them commit MCPS to a course of action.

The Board of Education will foster open communication through a semiannual review and discussion of curriculum development.

2. **Standards Development.** Stakeholders will examine standards and curricula developed by national standard-setting organizations and exemplary school districts, and will use a variety of media and avenues (e.g. email, verbal, and exchange of written drafts) to build consensus for new or revised curriculum standards. These standards will state what students are expected to know and be able to do by grade and instructional level (recognizing that some students will progress faster or slower than grade-level objectives), and will state a scope and sequence of objectives that is clear and specific enough to guide the development of curriculum. This stage culminates in a recommendation by the Superintendent or a board member to adopt a set of curriculum standards.

The Board of Education will review the need for revised standards, compare the proposed standards with those developed by national standards-setting organizations or exemplary

school districts, and will approve or disapprove the proposed standards.

3. **Curriculum Development.** Staff will define (1) measurable outcomes, instructional strategies, activities, resources, and assessments that achieve the scope and sequence of objectives stated in the curriculum standards; (2) parent education programs that build a greater understanding of these objectives, and how to nurture them at home; and (3) strategies to evaluate the effectiveness of the curriculum. Staff will make a reasonable effort to develop curriculum openly, using the same strategies that are used to develop consensus on curriculum standards. This stage culminates in a recommendation by the Superintendent or a board member to adopt a proposed curriculum revision

The Board of Education will review plans to develop or pilot measurable outcomes, instructional strategies, activities, resources, and assessments for the regular curricula and for accelerated and enriched curricula, and will approve or disapprove proposed curriculum revisions.

4. Implementation and Evaluation. The Superintendent will endeavor to assure that teachers obtain adequate curriculum materials, resources, and training. Evaluation of curriculum effectiveness will occur as part of the Success for Every Student planning process.

The Board of Education will ensure regular evaluation of curriculum content and effectiveness, and will recommend opportunities for improvement as needed.

This resolution was passed by the MCCPTA Executive Board on November 6, 1997

For Consideration by the MCCPTA Delegates at the January 27th Delegates Assembly:

Whereas the National PTA's position on Shared Responsibility in Educational Decision Making (1987) urges school boards to cooperate with parents, teachers, students, principals, administrators, and the public in the development of school policies and curriculum decisions, and

Whereas the MCCPTA Position on Parent Involvement (1991) identifies working with MCPS to develop and provide parent involvement resources and coordination as our organizational responsibility and,

Whereas the Board of Education has been discussing its role and responsibility in the review and approval of curriculum, now therefore be it

Resolved, that MCCPTA advocate to the Board of Education and MCPS for a curriculum development process that: fosters open communication and seeks input from staff, parents, and business/community from initial concept to final product as it regularly evaluates and revises curriculum content and effectiveness, as part of the Success for Every Student planning process, and be it further

Resolved that MCCPTA advocate for and work with MCPS to develop a systematic parent education program that builds a greater understanding of the content children will be studying and the skills they are expected to master, with a special emphasis on how that instruction can be supported at home and in the community, and be it further

Resolved that MCCPTA advocate to MCPS that the relationship between measurable outcomes and skills of students and the curricular content be proactively communicated (at a minimum semi-annually) to the public and parents with clear quantifiable benchmarks, and be it further

Resolved, that MCCPTA advocate that the Board of Education ensure parent and community involvement throughout the process of curriculum development.

Re: ITEMS OF INFORMATION

The following items were available for information:

1. Items in Process
2. Construction Progress Report

RESOLUTION NO. 44-98

Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting of January 13, 1998, at 5:50 p.m.

PRESIDENT

SECRETARY

PLV:gr

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January 13, 1998

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