

APPROVED
25-1995

Rockville, Maryland
May 22, 1995

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, May 22, 1995, at 8:15 p.m.

ROLL CALL Present: Mrs. Beatrice B. Gordon, President
in the Chair
Mr. Stephen Abrams*
Dr. Alan Cheung
Ms. Wendy Converse
Mr. Blair G. Ewing
Mr. Reginald Felton
Ms. Ana Sol Gutierrez
Mrs. Nancy King

Absent: None

Others Present: Dr. Paul L. Vance, Superintendent
Mrs. Katheryn W. Gemberling, Deputy
Mr. Larry A. Bowers, Acting Deputy
Mr. Thomas S. Fess, Parliamentarian
Mr. Charles McCullough, Board Member-elect

RESOLUTION NO. 341-95 Re: BOARD AGENDA - MAY 22, 1995

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

Resolved, That the Board of Education approve its agenda for May 22, 1995.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. Martha Strombotne, MCCSSE*
2. Karen Kuhel
3. Mary Belknap
4. David Narsavage
5. Mark Simon
6. Sylvia Fubrini
7. Alison Sadr
8. Karen Mikkelsen
9. Andrea Abrams
10. Carmen Gonzalez
11. Joan Kilgore
12. Luis Leon, Hispanic Alliance

*Mr. Abrams joined the meeting at this point.

RESOLUTION NO. 342-95 Re: PROCUREMENT CONTRACTS MORE THAN
\$25,000

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

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

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

35-94	Paperback/Prebound Paperback Books - Extension <u>Awardee</u> Perfection Learning Corporation	\$190,000	
40-95	Printing of Adult Education and Summer School Bulletin <u>Awardee</u> Comprint, Inc.	\$ 41,002	
133-95	Piano Tuning and Maintenance <u>Awardees</u> Rich Amelang Piano Service Clark Piano Tuning Victor Haas Winzer Piano Service Total	\$ 19,170 10,440 5,400 <u>13,875</u> \$ 48,885	*
245-95	Custom Science Kits II <u>Awardees</u> Nasco Sci-Ma Education, Inc. Sempco, Inc. Total	\$ 29,144 22,350 <u>93,111</u> \$144,605	*
	MORE THAN \$25,000	\$424,492	

* Denotes MFD vendors

RESOLUTION NO. 343-95 Re: CONSOLIDATION OF RETIREE LIFE AND
RETIREE HEALTH TRUSTS

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

WHEREAS, The Employee Benefit Trust Fund (the Trust) was adopted by the Board of Education for the purpose of accumulating funds to provide benefits to employees and retirees under the

Montgomery County Public Schools Employee Benefits Plan (the Plan), and

WHEREAS, The Trust currently provides life insurance and health benefit accounts for retirees and allows the employee insurance officer to designate the account or accounts to which premiums for benefits are to be charged; and

WHEREAS, The health and life insurance accounts have been funded primarily through general fund appropriations; and

WHEREAS, The assets currently held in the life insurance account exceed the amount necessary to provide benefits to retirees for the foreseeable future; and

WHEREAS, Due to the changes in the funding of retiree life and health benefit programs, there is no longer a need for separate accounts and benefits can be provided more efficiently through a consolidated account; and

WHEREAS, Paragraph 38 of the Trust provides that the Board of Education may amend the Trust; now therefore be it

Resolved, That effective July 1, 1995, the Trust is amended as follows:

1. Paragraph 13 is hereby amended to read as follows:

The employee insurance officer shall from time to time (a) direct the Trustee to pay premiums to an insurer or insurers, (b) specify the amount of premium to be paid to each such insurer, and (c) designate the account or accounts to which such premiums shall be charged. For purposes of this Agreement, amounts paid on account of claims or expenses with respect to self-funded benefits under the Employee Benefit Plan shall for all purposes be treated in the same manner as premiums paid to an insurer or insurers.

2. Paragraph 14 is amended to read as follows:

The Board shall cause the Trustee to maintain the following accounts: (a) a general account to which shall be credited (i) the payments derived from general fund appropriations, (ii) amounts withheld from the salaries of employees, and (iii) amounts paid by employees directly to the Board of Education for benefits; and (b) a retiree account to which shall be credited (i) the payments derived from general fund appropriations either directly or through transfers from the general account, (ii) any dividends under contracts of insurance which shall be paid to the

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Board, (iii) any amounts withheld from the pensions of retired employees or paid directly to the Board by such retired employees for the purpose of paying toward the cost of life insurance or health benefits for themselves and their eligible dependents.

3. Paragraphs 16 through 18 are deleted.
4. Paragraph 27 is amended to read as follows:

All investment income shall be credited to the general account and the retiree account as earned by the underlying investment residing in that account and from which the investment income is attributable.

RESOLUTION NO. 344-95 Re: AMENDMENTS TO MONTGOMERY COUNTY
 PUBLIC SCHOOLS EMPLOYEES'
 RETIREMENT AND PENSION SYSTEM

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

WHEREAS, The Board of Education Audit Committee recommends the merger and consolidation of the Montgomery County Public Schools Employees' Retirement System and the Montgomery County Public Schools Employees' Pension System into a single, consolidated plan (consolidated plan); and

WHEREAS, The Board of Education Audit Committee recommends revisions to the Montgomery County Public Schools Employees' Retirement System and Montgomery County Public Schools Employees' Pension System to, (i) reflect the merger and consolidation, (ii) provide for flexibility in funding the consolidated plan by allowing use of a trust to the extent assets are not invested in an annuity contract, (iii) delete certain mandatory retirement provisions, (iv) clarify the disability benefits formula and provide for more efficient administration of the disability provisions in the consolidated plan, (v) authorize the use of funding methods and actuarial assumptions recommended by the plan's actuary and approved by the superintendent of schools, and (vi) clarify the interpretation of the consolidated plan as it relates to the Maryland State Teachers Retirement System and the Maryland State Teachers Pension System; and

WHEREAS, The Board of Education Audit Committee recommends the establishment of a trust that may be used for purposes of funding benefits under the consolidated plan; and

WHEREAS, Appropriate amendments have been prepared and are attached with this document for consideration by the Board of Education; now therefore be it

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Resolved, That the Board of Education authorize the merger and consolidation of the Montgomery County Public Schools Employees' Retirement System and the Montgomery County Public Schools Employees' Pension System into a single consolidated plan, as set forth in the Amendment to the Montgomery County Public Schools Employees' Retirement and Pension Systems, a copy of which has been submitted to the Board of Education; and be it further

Resolved, That the Employees' Retirement System document and the Employees' Pension System document be revised as set forth in the amendment; and be it further

Resolved, That the Board of Education hereby adopt the Trust Agreement, a copy of which has been submitted to the Board of Education, and authorize the execution of the Trust Agreement; and be it further

Resolved, That the Board of Education authorize the superintendent of schools to take such further action as shall be necessary to carry out the intent and accomplish the purpose of the foregoing resolutions.

RESOLUTION NO. 345-95 Re: LIGHTING IMPROVEMENTS IN VARIOUS SCHOOLS

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

WHEREAS, Sealed bids for lighting improvements at various schools were received on May 4, 1995, in accordance with MCPS procurement practices, with work to begin this summer and be completed by August 30, 1995; and

WHEREAS, The low bids are below the staff estimate of \$800,000 and the low bidders have completed similar projects successfully; now therefore be it

Resolved, That contracts be awarded to the low bidders for the projects and amounts listed below, contingent upon final approval of funds by the County Council:

<u>Low Bidder</u>	<u>Schools</u>	<u>Amount</u>
Conservation Management Corporation	Flower Hill ES Wheaton HS/Edison CC Rosemary Hills ES	\$ 33,802.52 122,877.47 <u>39,043.37</u>
	Sub Total	\$195,723.36
Light of the World Signs	Maryvale ES	\$ 53,500.00

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Eagle Corporation	Wm. H. Farquhar MS	\$ 57,000.00
	Eastern MS	<u>85,000.00</u>
	Sub Total	\$143,000.00
Steinman Electric, Inc.	Jones Lane ES	\$ 39,424.00
	S. Christa McAullife ES	41,786.00
	Twinbrook ES	53,570.00
	Strawberry Knoll ES	<u>44,047.00</u>
	Sub Total	\$178,827.00
	<u>TOTAL</u>	<u>\$571,050.36</u>

RESOLUTION NO. 346-95 Re: REROOFING - WHEATON HIGH SCHOOL

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

WHEREAS, The following sealed bids were received on April 10, 1995, for reroofing a portion of Wheaton High School, which will begin on June 21, 1995, and be completed by August 25, 1995:

<u>Bidder</u>	<u>Amount</u>
J. E. Wood & Sons Co., Inc.	\$552,300
Orndorff & Spaid, Inc.	637,973

and

WHEREAS, The low bidder, J. E. Wood & Sons Co., Inc., has completed similar projects successfully at various schools, including Rock Creek Valley, Washington Grove, and Weller Road elementary schools; and

WHEREAS, The low bid is below the staff estimate of \$565,000; and

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

Resolved, That a \$552,300 contract be awarded to J. E. Wood & Sons Co., Inc., for reroofing a portion Wheaton High School, in accordance with plans and specifications prepared by the Department of Facilities Management, and subject to final action by the County Council on the FY 1996 Capital Budget; and be it further

Resolved, That the contract be forwarded to the State Interagency Committee for School Construction for approval to reimburse

Montgomery County Public Schools for the state eligible portion of the Wheaton High School reroofing project.

RESOLUTION NO. 347-95 Re: AWARD OF CONTRACT - FLOWER VALLEY
ELEMENTARY SCHOOL

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

WHEREAS, The following bids were received on May 11, 1995, for the modernization of Flower Valley Elementary School, with work to be completed before August 1, 1996:

<u>Bidder</u>	<u>Amount</u>
1. Henley Construction Co., Inc.	\$4,966,020
2. The McAlister-Schwartz Co.	5,071,000
3. The Gassman Corporation	5,121,000
4. William F. Klingensmith, Inc.	5,153,000
5. R. J. Crowley, Inc.	5,189,000
6. Kimmel & Kimmel, Inc.	5,272,000
7. Hess Construction Co., Inc.	5,290,000
8. R. R. Gregory Corporation	5,315,090
9. Caldwell & Santmyer, Inc.	5,337,000
10. Dustin Construction, Inc.	5,381,000
11. Meridian Construction Co., Inc.	5,437,800

and

WHEREAS, Henley Construction Co., Inc., has completed similar work successfully for Montgomery County Public Schools, including Sequoyah and Meadow Hall elementary schools; and

WHEREAS, The low bid for the Flower Valley Elementary School modernization exceeds the FY 1996 appropriation by approximately 2 percent; and

WHEREAS, MCPS staff, the architect and the Flower Valley Elementary School principal have identified certain bid alternates that can be eliminated without impacting the program or operation of the facility; now therefore be it

Resolved, That a \$4,966,020 contract be awarded to Henley Construction Co., Inc., for the modernization of Flower Valley Elementary School, in accordance with plans and specifications prepared by Wiencek & Zavos, Architects, and subject to final action by the County Council on the FY 1996 Capital Budget.

Resolved, That contracts be awarded to the low bidders meeting specifications for the projects and amounts listed below, contingent upon final County Council approval of the FY 1996 Capital Budget:

<u>Project</u>	<u>Amount</u>
<u>Asphaltic Concrete</u>	
Beverly Farms, Candlewood, Cold Spring, Farmland, Greenwood, Potomac, and Wheaton Woods elementary schools, Paint Branch High School, and Randolph Transportation Depot	
Low Bidder: F. O. Day, Inc.	\$310,643.75
<u>Athletic Fields Renovation</u>	
Rachel Carson and Rolling Terrace elementary schools	
Low Bidder: Maryland Turf and Environmental Services, Corp.	80,807.92
<u>Chain Link Fencing, Gates and Backstops</u>	
Candlewood, Greenwood, Rolling Terrace, Somerset, and South Lake elementary schools, Gaithersburg Middle School, Paint Branch and Rockville high schools, and Shady Grove Maintenance/Transportation Depot	
Low Bidder: Long Fence	152,163.51
TOTAL	\$543,615.18

RESOLUTION NO. 351-95 Re: NAME FOR THE NEW DAMASCUS MIDDLE SCHOOL #2

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

WHEREAS, A committee representing the Damascus Middle School #2 community was formed to consider names for the new school in accordance with MCPS Policy FFA, Policy on Naming Schools; and

WHEREAS, A ballot listing the names of distinguished persons and geographic locations was distributed to the community to determine the favored name; now therefore be it

Resolved, That the new Damascus Middle School #2 officially be named the Rocky Hill Middle School.

RESOLUTION NO. 352-95 Re: NAME FOR THE NEW GAITHERSBURG
MIDDLE SCHOOL #2

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

WHEREAS, A committee representing the Gaithersburg Middle School #2 community was formed to consider names for the new school in accordance with MCPS Policy FFA, Policy on Naming Schools; and

WHEREAS, A ballot listing the names of distinguished persons and geographic locations was distributed to the community to determine the favored name; now therefore be it

Resolved, That the new Gaithersburg Middle School #2 officially be named the Forest Oak Middle School.

RESOLUTION NO. 353-95 Re: SUBMISSION OF AN FY 1995 GRANT
PROPOSAL TO SUPPORT DEVELOPMENT OF
NEW TECHNOLOGY APPLICATIONS THROUGH
TELECOMMUNICATIONS

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

Resolved, That the superintendent of schools be authorized to submit an FY 1995 three-year grant proposal for \$1,847,802 to the Challenge Grants for Technology in Education, from the Interagency Technology Task Force, United States Department of Education, to support the extension of technology infrastructure, advance professional teacher development, construct technology enhanced curricula, and assess educational effectiveness through the telecommunications project; and be it further

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

Re: BOARD OF EDUCATION ACTION AREA -
PROGRAM OUTCOMES - UPDATE ON MODERN
WORLD HISTORY A & B

Mrs. Gordon noted that this was a discussion item, and the Board would not be taking any action at this time.

Dr. Vance stated that he was always pleased when he and staff had an opportunity to discuss issues of substance concerning curriculum and course selection. On October 24, 1994, the Board received an update on the development of Modern World History A & B, a two-semester course designed to meet the latest high school graduation requirements from the Maryland State Board of Education. Board members discussed the curriculum, made some recommendations, and requested that they be kept informed of progress. From his perspective, much debate and much positive progress had been made since October. Staff had received suggestions and recommendations from teachers, community members, and members of multi-ethnic advisory committees. Board members had the latest draft of the curriculum, and it was staff's intent to develop the material further this summer pending budgetary action. The Council on Instruction had approved the course for a countywide pilot for the 1995-96 school year.

Dr. Joseph Villani, associate superintendent, reported that the state had adopted a requirement which would affect next year's eleventh graders. These students must have one credit in Modern World History in order to graduate, and MCPS had developed a course to meet this requirement. He introduced Dr. Rich Wilson, coordinator for secondary social studies.

Dr. Wilson commented that this was an integrated world history curriculum which was very different from what they had had in the past. The first unit was the world before 1492 and took about a month to complete. It was an introduction to the world in the 15th century. In Africa this allowed them to go back to the civilization of Songhai which was at its zenith at that time. In the western hemisphere they saw the rise of Incas and the Aztecs. In Asia they would discuss the Ming Dynasty, the Persian Empire, the rise of the Ottomans, and the spread of Islam. The section on the Middle East was still under development on the advice of their multiethnic advisory committees. They ended the unit with a view of Europe around 1500, and they looked at the end of feudalism and the Roman Catholic Church.

The second unit was entitled, "An Interconnected World." They looked first at the Renaissance and the Reformation. The Reformation altered Europe's view of itself and of the world. There were tremendous changes in economics in terms of global expansion and mercantilism. This unit looked at the patterns of exploitation and colonization of Africa, Asia, and the Americas.

The third unit was more conceptual and thematic and was entitled, "Revolution in Thought and Action." It covered three hundred years and included the Scientific Revolution and the Enlightenment in Europe. It looked at the rest of the world in terms of political revolutions including those in the United States, France, and Latin America. It tried to show that revolutionary fervor was just not located in one part of the

world. Revolution was part of life in this time period, and students could see that revolutions were going on today. There were changes in economic patterns, and they tried to show the world as an interconnected whole. They looked at the way people responded to economic changes because not everyone was happy. Japan and China resisted some of these changes.

The last unit in the first semester was called "Nationalism and Imperialism." Dr. Wilson explained that nationalism was a force for building nations as in Prussia and Italy, and it was also a force in destroying nations such as the Austrian-Hungarian Empire. Imperialism in Africa, Latin America, Asia, and the Middle East caused great changes among the peoples there. People did not want to be colonized.

The second semester began with a unit entitled, "The World in Turmoil, 1914-1945." It was not a unit on Europe solely. They looked at causes, the impact on technology, and the consequences for Third World countries. Between the wars, they had the rise of ideologies, totalitarianism, fascism, and communism. They looked at what was happening in Africa, Latin America, and Asia as they tried to resist neocolonialism. They examined the world-wide depression in the 1930s. Then they examined the same issues in connection with the second world war, and they looked at the Holocaust in particular.

The next-to-the-last unit was the contemporary world which included 1945 to the present. They looked at the Cold War to the demise of the Soviet Union. They examined emerging nationalism in Africa. They looked at the Chinese communist revolution as well as Korea and Southeast Asia. They examined trends in Latin America in terms of the search for human rights. They looked at the Middle East and ended with a quest for democratic institutions and freedom since 1989. This was the capstone for the course, and students and teachers had latitude in terms of what they studied for this three-week period.

Mr. Felton commented that he had had some reservations about the course and the comprehensiveness within a year, but he was now encouraged particularly as long as there were still some options for students. He asked how they proposed to involve students and teachers during the actual pilot. Dr. Wilson replied that they had requested a conference on FirstClass which should be in every high school in September. This would allow teachers, students, and parents to enter data and comments. They would provide forms in FirstClass to provide feedback on each unit. Staff would look at all this data and then revise the curriculum and pilot test it and revise it again.

Mr. Felton had heard allegations that with this course other courses would be restricted. Dr. Wilson explained that in the past students did not have to take Modern World History, and many

of them took electives. When students were required to take Modern World History, some of the electives that were available in area studies had dried up. However, they did not know if next year as seniors some students would go back and take electives on Latin America, Russia, or European History.

Mrs. King was also concerned about electives. She had heard that there would not be as many social studies electives available to students and that each year there were fewer electives. Dr. Wilson replied that when they took a course and made it a requirement for all students this limited choices somewhere down the road. The choices were still there because many of the schools were offering AP Europe, Latin America, Russia, etc. Dr. Wilson said they would know better a year from now when these students as seniors signed up for electives.

Mr. McCullough asked whether this curriculum would prepare a student to take an AP test or SAT test in history. Dr. Wilson replied that it would not prepare students for the AP Europe test even at the honors level. Mr. John Day, teacher specialist, stated that for a long time students did not do as well on the SAT world history test because they were not versed in all areas of the world, but he felt that with this course students would do well.

Mr. McCullough inquired about gender equity within the curriculum, and Dr. Wilson assured him that the course would include gender equity. In response to Mr. McCullough's question, Dr. Wilson indicated that they would use one new text and one text previously used for about 75 percent of the material.

Mr. McCullough noted that the course covered a lot, and he wondered if any effort had been made to try to make any of this more in depth and more applicable to current events. For example, they talked about the Holocaust but did they go into xenophobia, discrimination, and anti-Semitism and try and tie that into current events? Dr. Wilson replied that anti-Semitism and xenophobia should be a part of the course from the beginning. He believed that all good social studies teachers related the past to the present. Mr. McCullough asked whether teachers would have the time to cover all issues, and Dr. Wilson explained that teachers would be asked about time constraints and their recommendations for changes in what was covered. Mr. McCullough suggested that students without computers should have opportunity to fill out forms on the pilot of this course.

Ms. Gutierrez stated that there was a requirement for a world history class, but she asked whether MCPS had to offer the world history course or whether MCPS had an option to say that the one credit requirement could be filled with a series of courses. Dr. Wilson replied that they had the opportunity to do the latter.

Ms. Gutierrez asked what the school system thought was the better approach and had they made a value judgment by requiring a single course. She would like to know how they came to that conclusion on what they had decided. Dr. Villani replied that this discussion had been going on since the state passed the requirement. They consulted with multiethnic advisory groups and MSDE. They considered very carefully the context in which this requirement was passed. The state had adopted a bylaw on education that was multicultural. MCPS did make a value judgment because the state did not give clear and explicit directions as to what the course had to be. MCPS made a value judgment to design a course which would give students a picture of world history and to show how contemporary history was shaped on a global basis for the last 500 years.

Dr. Wilson commented that they spent about two years trying to find consensus. They started out with questionnaires to find out what social studies teachers thought should be the content of this course. Initially a small group of teachers thought there should be options, but a larger group thought they should go with a well-designed and comprehensive world history. In December, 1994, B-CC asked to bring the issue up again among resource teachers. The resource teachers voted to allow B-CC and others wanting options to have options. He thought there was more of a consensus than not for this kind of a world history course. It was his best judgment that students were better served with a comprehensive world history course. When they allowed choice, students did not learn about the connectiveness of history.

Ms. Gutierrez asked whether the Board would vote on the pilot and the course requirement. Dr. Villani replied that they were interpreting the state bylaw literally that students must have one credit in world history in order to graduate. The Board of Education had the option to ask staff to develop an alternative to that. Ms. Gutierrez hoped that the Board would deal with this decision as soon as possible if there were going to be some consensus for something other than what was proposed.

Mr. Ewing remarked that one of his great concerns was that students could graduate from high school without having much of an introduction at all to ancient history. He thought that Ms. Gutierrez had raised a very important question, but he suspected he had a different conclusion about it. The question she raised was how did they come to the conclusion to have a single course. It seemed to him that what they had begun to do was to say that in other fields of knowledge there was a body of knowledge they believed all MCPS students should be introduced to. For example, they were now requiring students to take four credits in mathematics, including one credit in algebra and one in geometry. In science they were requiring students to take one biology credit and one physical science credit. They required four credits in English.

Mr. Ewing stated that there was a notion that there was a body of knowledge that was identifiable as a body of knowledge that all students ought to be introduced to. That common knowledge formed the basis of a common culture. It was not a common culture based exclusively on European history. There were universities in which this notion was not foreign. For example, the University of Chicago required all undergraduates to take survey courses. He suggested that they ought to think about coherence. He was not suggesting that what teachers now taught was not coherent, but it was not comprehensive and did not integrate the curriculum with a world perspective. He knew it was difficult to teach courses of that sort, and the danger was great that generalizations would replace useful and insightful explorations in depth of major issues.

Mr. Ewing said that at the same time they had to ask themselves about the purpose of public education. Was it to allow students endless flexibility to take whatever they might like? Students would have many opportunities in college to explore a whole range of options, and college was the more appropriate place for that to occur. He thought that common knowledge was important as a basis for a common culture that sustained a civilization. The question was whether they were, in fact, doing enough in this regard. Was making a course beginning in 1492 and covering 500 years adequate for students? Americans paid very little attention to history in school which was unfortunate. This meant that people frequently missed the significance of what was happening at the moment. World history opened up people's minds to options and perspectives. He felt that they had neglected to insist on a comprehensive and coherent program of social studies.

Mr. Ewing thought they were doing better in math and science today. They were doing well in English, but they were not doing as well in social studies. They should be insisting that all students have a comprehensive introduction to the history of the world, and he hoped they would move in that direction.

Mr. Ewing stated that he had some concerns about the language used to describe this course. It seemed to him that the language used suggested that the history of the modern world was the history of the exploitation of the poor and weak by the rich and powerful. While this was an important theme, he wondered whether it was the only theme. In other cases the explanations of events appeared to be so eclectic that they offered not understanding but rather a list of possible causes. He was not sure what the theme of the course was or whether it had one. He would like to know what message students carried away from the course. There ought to be some message, some theory, and some approach here that suggested there was a theme. He hoped that their history was not said to be value free in the way they taught it.

Dr. Cheung commented that when he read the course outline it stimulated his appetite to learn more about world history. He tended to look at world history in terms of countries, societies, and cultures. There was a common thread in terms of how society started. For example, most societies started with agriculture and then went to trade which expanded into the industrial era. Before the 20th century, Europe was the leader of the industrial age. America copied their products, but the American products were shoddy. After World War II, American production improved, but now the United States was shifting its manufacturing to Mexico, South America, and Asia because of labor costs. They were currently in the technological and information age, and the use of information required a higher level of education. After countries went through the industrial age, they were trying to catch up with the information age.

Dr. Cheung thought they needed to look at the common thread in terms of culture and society as it advanced through history. For example, they studied the Holocaust, but they also had to look at the atrocities in China where hundreds of thousands of people were killed within a week. Students could see patterns in these events.

Dr. Cheung noted that the state was now requiring one credit in world history, and he wondered about state plans to have examinations for that requirement. Dr. Wilson replied that he was on the state social studies committee to design the high school assessment. The state now had three models, and the model with the most support was an end-of-course examination. Mrs. Gordon added that they were considering this for every course.

Mr. Abrams shared some of the concerns and observations of Mr. Ewing. In looking at the course outlines, he wondered how these differed from the course offered in the International Baccalaureate program. Mr. Day replied that the IB requirement was for two years of world history with a concentration on Europe. Because the IB course was for two years, it met the state requirement and then some. Mr. Abrams pointed out that the IB program did cover a longer period of history.

Mr. Abrams was wondering about a comparison between the one-year world history course and the IB program with its European concentration. It seemed to him that they were looking at the MCPS course to become their survey course before college which would allow a student to go in depth in a program or go into areas of specialization. Dr. Wilson said that each approach had a different perspective because one was much more of a world view than the other. Mr. Abrams asked whether a state examination would suggest a different concentration. He said that Dr. Villani had suggested combining an emphasis on multiculturalism and the world history requirement. Would a state-wide exam suggest a different concentration? Dr. Wilson believed that

their modern world history course would be closer to what the state would be testing.

Dr. Villani reported that the state was talking about defining content standards in each required academic area. MCPS had content standards in science and mathematics, and they were working on them in English and social studies. He believed that they would be in a very good position with the new course when the content standards were defined by the state.

Mrs. Gordon thought that MCPS had done a good job at giving a world perspective which was very important to do. They were moving in the spirit and the letter of the state requirements. It was also a commitment of MCPS to take a multicultural look and expose students to something other than just the European or American perspective. This perspective from her point of view was better than a European history or a Russian history or a single point of view. However, she also thought it was important for students to have choices. They did not have to give students every choice in world because there had to be some requirements for a basic program. She said that social studies and the social sciences offered students more opportunity for different choices than mathematics or science. They had examined the impact on Russian and European History, but there was another impact on other social studies courses such as sociology, psychology, etc. These courses exposed students to other ways of looking at life. She was leaning toward the course as a valid way of looking at world history, but she was still concerned about the lack of choices. However, there was nothing that prevented students from taking two or three social studies courses as electives if they planned carefully for this. She thanked staff for their presentation.

Re: BOARD OF EDUCATION ACTION AREA -
PROGRAM OUTCOMES - CONSIDERATION OF
A TWO-YEAR REQUIREMENT FOR WORLD
HISTORY AND CULTURE

Dr. Vance reported that on October 24, 1994, Mr. Ewing requested time to discuss the possibility of requiring two years of world history as a graduation requirement and that the alternative would include ancient and medieval periods and a greater emphasis on culture. The memorandum described how staff had pursued that issue in preparation for the discussion this evening. Staff had contacted social studies supervisors around the state and posted messages on the Internet. In the paper they pointed out the advantages and disadvantages to such an approach.

Dr. Villani stated that this as a fascinating topic especially in follow up to their previous discussion. It boiled down to a question of whether they should require four social studies credits for graduation in MCPS. If so, should they specify all

four of those credits? The advantages of specifying a two-year sequence in World History were that they could cover a greater period of time in history and take students into greater depth into some of the ancient civilizations covered in Grades 6, 7, and 8. The disadvantage was that a specified fourth year requirement would limit options that students had to take social science electives or to take follow-up courses such as AP European History or area studies such as Russian History, African History, and Latin American History.

Dr. Villani commented that staff would be prepared to provide support no matter which direction the Board decided to go in on this topic. They had models they could begin to draw on for a two-year sequence.

Ms. Converse remarked that this was a difficult discussion having just followed their previous discussion of a world history requirement. She said there was a really thin line between policies that resulted in excessive inflexibility and policies that ensured they had comprehensive curriculums. Her feelings on the two issues fell on opposite sides of that line. She thought there was a need for a comprehensive World History class, and she agreed with Mrs. Gordon that they could not always offer all the choices. If they gave students a choice about the two semesters of World History, students would be ignorant about the cultures in which they did not go into in depth. However, she thought that two years of World History fell on the excessive inflexibility side.

Ms. Converse said she had talked to students who were marked as potential dropouts and losers. These students were very intelligent, but they found themselves as square pegs in round holes. They felt ostracized because they could not explore their talents. She knew that some of those students would feel that way in any situation, but a lot of students were not having the choices that they needed to have. For example, at one of the MCPS alternative schools, the graduation ceremony had a lot of music and art involved in it. She had been told that the alternative staff felt that 30 to 40 percent of their students were artistically talented. If they limited what students could explore, she had a real concern about how far they went in mandating what students needed to study and what they needed to focus on. She was about to graduate from high school, and she had taken a wide range of classes; however, she knew nothing about economics, photography, and other electives. Some students would not be going on to college, and they needed all the chances possible to explore everything they could. Therefore, she had a concern about limiting the number of electives.

Mr. McCullough expressed his support for a two-year course. He thought that they might condemn this proposal because they did not fully understand it. This program would make sure that

students did not go away with a two-day knowledge of the French Revolution. He asked whether they were here to send out their students with just the bare necessities or whether they were going to send out students with a good working knowledge of what they needed to know so that they could apply it to their everyday lives. People said that this would limit student choice for electives. He suggested using this course as a ninth and tenth grade entrance into social studies so that students would have that foundation in eleventh and twelfth grade.

As far as students who did not achieve well, Mr. McCullough asked whether they were doing them justice by giving them a one-year course. With a two-year plan, these students would have time to discuss the issues and ask questions. This would assure that they did not lose those students. He believed that this course would prepare students for college and beyond. For students interested in art and culture, this course would be ideal. In the IB program, students had four years to learn all about the world. Even in this program, students did not have time to cover the material.

Mr. Felton stated that his concern was a paradigm that they continued to have. This was tied to the recognition they all had that there was so much more out there they would like students to be exposed to. However, they had to stop cramming so much into such a short time. The reality was they were not looking at how much time they were spending in the classroom and how they delivered education. They would continue to have these problems in almost every subject. If they wanted a world class school system, they would want more for their students. He asked if they were willing to take a serious look at how they delivered education so that they would not continue to add on more and more requirements to maintain what they believed to be a world class system when, in fact, many students were already overwhelmed. They were fooling themselves to think that because they added more courses that students would learn more. In many cases, students became overwhelmed, learned less, and dropped out. They had many students whose needs were not being met because they continued to add more and more requirements and did business in the same way.

Ms. Gutierrez thought they might be falling into the trap of thinking it had to be an either/or. She did not feel comfortable with that. She would hate for them to think that it had to be a two-year requirement in world history with a one-size-fits-all course. The quality of MCPS depended on the ability of schools to offer special classes so that more and more students could find their success. Her sons had graduated from B-CC High School which had a very excellent social studies program. One son loved history and was able to take AP courses which covered topics in depth. They had to look at their decisions in terms of the

opportunities they were opening up for students. She valued the ability of a school to provide choices.

Ms. Gutierrez did not think that they could make any of these decisions without seeing what it meant in terms of resources and allocations of resources. They were forced to make choices because classes had to have so many students before it could be offered. She thought they needed to do an analysis. She suggested that they see what was happening with the pilot. Would this limit the availability of teachers to teach electives. She felt that the proposals had to show how they could provide a minimum of choice at each of the schools. If it meant changing their formulas and their allocations, they needed to know this. If one decision forced them to close doors on another side, they had to know this.

Mr. Ewing stated that he was pleased with Mr. McCullough's views. He said that the advantage of a two-year sequence of this sort was that it could provide students with a full picture of the history and culture of the world. If they wanted to make use of teachers who had specialties, there was nothing that said they could not team teach these courses using block scheduling for variety as well. He did not think they should consider this to be a two-year sequence of dull lecture by one person who was ill-prepared to do this because there were options.

Mr. Ewing commented that the options they now had were limited. They did offer Russian history in some places and a few other options of that kind as well as a fair number of AP history courses. He did not know where they offered Latin American history or African history. It was a false issue that students were going to take a whole bunch of courses that were out there because the courses were not there. In regard to teachers, he said that when he was a college teacher he promoted the courses he loved to teach so that students would enroll in those courses. This was the nature of teachers.

Mr. Ewing felt it was important for them to recognize that one purposes of public education which was served greatly by social studies was to help students become good citizens. Good citizens were people who had a decent sense of the origins of the civilization in which they lived. In order to understand what the Declaration of Independence and the Constitution were all about, one ought to have some understanding of their origins. Their origins were sometimes said to be in the French philosophers referred to by Jefferson and Madison, but these philosophers were actually referring to Roman practice and Greek thought as their sources. Students would not get that unless they had a sense of those older civilizations. He explained that when he talked about culture, he meant culture in the anthropological sense. This meant that the culture in society referred to its religious, social, economic, political, military,

technological, and scientific characteristics. If one looked at history from that perspective and not just from the chronological perspective, one got a much richer picture and a much more dynamic one. In addition, one got to the questions of why it was that things happened. Additional time in the classroom would permit students to do this.

It seemed to Mr. Ewing that it was the mark of an educated person to know about the history and cultures of the world other than his or her own. This person understood his or her society's way of looking at the world and recognized that there were other value systems and valuable insights to be gained from those other systems. Ethnocentrism was a characteristic of every society, and there were few societies where a deliberate attempt was made to enter into an understanding of what it meant to be other than ethnocentric. This was the major characteristic of Greek thought. Ethnocentrism fostered that kind of nationalism which was so destructive.

Mr. Ewing thought it was important for them to continue to consider what they wanted to do here. If there were insufficient options for students, they should consider ways to deal with that. They did not have to have seven periods all day, every day. They could have short courses and other things without the additional expenditure of resources if they chose to. The Board members needed to think whether or not they wanted a requirement that said students should have a comprehensive and coherent view of the history of the world and also some options which they could provide in a variety of other ways. It was important to have options and choices, but the more they opened up a course on world history, the more options there were within that course for students to explore and understand. This would be a liberating course rather than an enclosing course. If students had trouble with the course, the answer was to help the students master the course, not to conclude they could not do the work. For too many years, there were too many math teachers who thought that too many students could not learn algebra. They had now reversed that assumption, and he thought that everyone could learn history and should.

Mrs. King remarked that she had dragged her feet a bit on site-based management, but if they were ever going to head toward site-based management, this was one place where schools were going to have to have the options to make the choices on what courses to offer. She agreed that each high school community had its own distinct personality and its own needs, and what might be good for one high school might not necessarily be good for another high school. She agreed that a two-year course might be good in a lot of places, but she was not sold on the idea that it was the right thing for every high school.

In regard to the earlier discussion on the pilot, Mr. Felton assumed that they might recommend there was too much material to cover in one year; therefore, they would need to extend this into a two-year program as opposed to reducing it. Dr. Wilson replied that their first option would be to reduce what they asked teachers to teach, rather than ask for a second year. If at the end of the second year, teachers were still saying there was too much to cover, then they would have to look at this issue again.

Dr. Vance indicated that they would bring the results of the evaluation of the pilot back to the Board. At time he would ask for the sense of the Board. It might be that the pilot could be expanded, and they might want to look at it on a two-year basis or look at reducing it in scope and content. They would bring it back to the Board for a continuation of this discussion.

Mr. Felton asked if Mr. Ewing wanted the second year of world history and culture to expand the content or to ensure that material was adequately covered. Mr. Ewing replied that it was his view that they should cover ancient civilizations. It seemed to him it would be good to pay attention to ancient China, Egypt, Greece, Rome, and the Ottoman Empire.

Mrs. Gordon commented that she was concerned about the limitations that two years of modern world history would present; however, she did think they ought to consider a fourth year requirement for social studies without specifying world history. She had been required to take four years of social studies, and she ended up taking six credits of social studies. Many students did that now, and this was something they ought to consider if they were looking at a well-rounded program for students.

Mr. Ewing suggested that another option might be to create a course preceding Modern World History A & B. They could point out to students that they had to take Modern World History A & B, and they would probably do better in the required course if they took the first course. Mrs. Gordon thanked staff for their presentation and comments.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Dr. Vance apologized to the Board for the confusion created by the discontinuation of the classes in Adult Basic Education. This was never their intent. It was an effort to deal with the realities of a \$40,000 deficit. This pointed out the power and the influence of teachers and students. The testimony this evening during Public Comments was a snapshot of what the Board would be facing next month regarding the budget reductions. Mr. Ewing had suggested the possibility of conducting public hearings. They would be looking at programs and initiatives which in the past they would have never considered for reduction.

He thought they should do it publicly and give people an opportunity to respond.

2. Dr. Vance reported that opportunities for scholarships for graduating seniors had been remarkable. About 86 percent of their youngsters went on to a two- or four-year college. He believed that this percentage would increase because it was a natural outcome of a rigorous academic program. Of late he had been meeting with the presidents of Bowie State University, Morgan State University, Maryland - Eastern Shore, University of Maryland - Baltimore, and Frostburg. He said it was incredible how good those institutions were and the extent to which they were reaching out to MCPS students. They were providing a marvelous scholarship and aid opportunities for students.

3. Ms. Gutierrez stated that she would like to extend the discussion on the cancellation of the Adult ABE and ESOL classes. A lot of those affected were watching the cablecast of the Board meeting. Some comments made during Public Comments implied that this was a Board decision. It was not before the Board, and it was not a Board discussion. She requested that the Board receive responses to questions raised by Board members and raised in the testimony. She wanted to know how staff arrived at this particular decision and asked about how the funds for these programs were being managed, particularly for programs with state and federal mandates and targeted populations. She hoped that the superintendent would explain how they got into this situation because they would be making a lot more budgetary decisions. It was important that the Board be given a full set of information on decisions on any of the programs being considered for reduction. Dr. Vance replied that the report for the Board was in process. He was reluctant to surface report like that because of the incredible local contribution. However, in this instance it was important to show what Montgomery County did to support this program above and beyond federal and state contributions.

4. Mr. Ewing reported that the Board of Education held a reunion on Saturday of current and former Board members. It was fun and useful because there was an opportunity for former Board members to hear about where the system was. Former Board members spoke of their experiences on the Board. There was also the opportunity to continue to build on a network of former Board members, and it was in the interest of the Board to keep these former members informed because they were respected members of the community. They also honored Mary Lou Wood and Tom Fess who were retiring.

5. Mr. Ewing remarked that Dr. Vance had noted that there ought to be some way to seek and obtain public views about the budget reductions. He agreed that there should be some mechanism for achieving that, but there might not be time to hold a public

hearing. He suggested that they issue a general invitation to the public to send the Board comments by a certain date.

6. Mr. Ewing recalled that a request had been made to the superintendent to provide information on how the system met the May 20 deadlines on the Ruesch decision.

7. Mrs. Gordon agreed that they would need to have some way of letting the public know what the budget options were. She, too, thought there was not time for a hearing. She felt that they could send out options and let people know that the Board would be accepting written comments.

RESOLUTION NO. 354-95 Re: CLOSED SESSIONS - MAY 24 AND JUNE 5
AND 13, 1995

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct a closed session on Wednesday, May 24, 1995, at 8 p.m. to discuss contract negotiations and personnel matters; and be it further

Resolved, That the Board of Education of Montgomery County hereby conduct a closed session meeting on Monday, June 5, 1995, at 7:30 p.m. to discuss personnel matters; and be it further

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on Tuesday, June 13, 1995, at 10 a.m. and at 11:45 a.m. to discuss personnel matters and contract negotiations, matters protected from public disclosure by law, and 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 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501; and be it further

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

RESOLUTION NO. 355-95 Re: MINUTES OF MARCH 27, 1995

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

Resolved, That the minutes of March 27, 1995, be approved.

RESOLUTION NO. 356-95 Re: MINUTES OF APRIL 11, 1995

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

Resolved, That the minutes of April 11, 1995, be approved.

RESOLUTION NO. 357-95 Re: MINUTES OF APRIL 24, 1995

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

Resolved, That the minutes of April 24, 1995, be approved.

RESOLUTION NO. 358-95 Re: MINUTES OF MAY 9, 1995

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

Resolved, That the minutes of May 9, 1995, be approved.

Re: REPORT ON CLOSED SESSIONS - MAY 2
AND 9, 1995

On April 24, 1995, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Tuesday, May 2, 1995, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Tuesday, May 2, 1995, from 9:15 p.m. to 11:20 p.m. The meeting took place in the principal's conference room at Judith A. Resnik Elementary School, Gaithersburg, Maryland.

Board members met to discuss the retirement of three people in the Board Office and the proposed reorganization of the Board Office.

In attendance at the closed session were Steve Abrams, Alan Cheung, Blair Ewing, Reggie Felton, Tom Fess, Bea Gordon, Ana Sol Gutierrez, Nancy King, Paul Vance, Mary Lou Wood, and Melissa Woods.

On April 24, 1995, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Tuesday, May 9, 1995, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Tuesday, May 9, 1995, from 8:30 a.m. to 9:40 a.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

Board members met to discuss the monthly personnel report. Votes taken in closed session were confirmed in open session. The Board voted unanimously to invite Mr. Charles McCullough, Board-member-elect, to attend the session on MCAASP negotiations. Board members discussed and voted on a proposed agreement with MCAASP. Board members also discussed the principal appointment process.

Board members received a report on the employment freeze in light of potential reductions of \$20 million in the FY 1996 Operating Budget. Board members agreed to hold the evening of June 5 for a closed session meeting to discuss necessary personnel actions because of Council action on the budget. Mr. Ewing indicated that he would propose reconsidering the nonrenewal of a teacher.

Board members adjudicated BOE Appeal No. 1995-6.

In attendance at the closed session were Larry Bowers, Carole Burger, Alan Cheung, Wendy Converse, Blair Ewing, David Fischer, Bea Gordon, Ana Sol Gutierrez, Nancy King, Elfreda Massie, Charles McCullough, Brian Porter, Roger Titus, Paul Vance, Mary Lou Wood, and Melissa Woods.

RESOLUTION NO. 359-95 Re: DISCUSSION OF TEACHER NONRENEWAL PROCEDURES

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

Resolved, That the Board of Education schedule time at a future meeting to discuss the following:

Resolved, That in cases of recommended teacher terminations the Board in advance of its action receive full information

concerning the results of teacher evaluations, efforts made prior to a recommendation to terminate that were designed to assist teachers to succeed, and a justification based on the evidence of the recommendation to terminate.

RESOLUTION NO. 360-95 Re: BOE APPEAL NO. 1995-6

On motion of Ms. Gutierrez seconded by Mrs. King, the following resolution was adopted with Dr. Cheung, Ms. Converse, Mr. Ewing, Mrs. Gordon, Ms. Gutierrez, and Mrs. King voting in the affirmative (Mr. Abrams and Mr. Felton did not participate in the Decision and Order):

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-6, a tuition matter.

RESOLUTION NO. 361-95 Re: BOE APPEAL NO. 1995-11

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-11, a student attendance matter.

RESOLUTION NO. 362-95 Re: BOE APPEAL NO. 1995-9

On motion of Ms. Gutierrez seconded by Mrs. King, the following resolution was adopted with Mr. Abrams, Dr. Cheung, Mr. Ewing, Mrs. Gordon, Ms. Gutierrez, and Mrs. King voting in the affirmative (Ms. Converse and Mr. Felton did not participate in the Decision and Order):

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-9, a student discipline matter.

RESOLUTION NO. 363-95 Re: BOE APPEAL NO. 1995-12

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-12, a tuition matter.

RESOLUTION NO. 364-95 Re: BOE APPEAL NO. 1995-17

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-17, a student discipline matter.

RESOLUTION NO. 365-95 Re: BOE APPEAL NO. 1995-18

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-18, a course credit matter.

Re: NEW BUSINESS

The following items of new business were raised:

1. Mr. Felton moved and Mr. Abrams seconded the following:

Resolved, That the Board of Education discuss how the school system might expand a requirement for parent and/or family involvement in the school system.

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

Resolved, That the Board of Education schedule time to discuss the information item on Standards in Mathematics, Science, and Reading/Language Arts.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Staff Response to Title IX Gender Equity Report
2. Standards in Mathematics, Science, and Reading/Language Arts

RESOLUTION NO. 366-95 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 11:10 p.m.

PRESIDENT

SECRETARY

PLV:mlw