

RESOLUTION NO. 612-94 Re: HISPANIC HERITAGE MONTH - SEPTEMBER
15 - OCTOBER 15, 1994

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

WHEREAS, On August 8, 1988, the United States Congress by joint resolution authorized the President to proclaim annually the 31-day period beginning September 15 and ending on October 15 as National Hispanic Heritage Month; and

WHEREAS, The purpose of this month is to commemorate the contributions of people of Hispanic descent to our nation; and

WHEREAS, Hispanic students, staff, and parents contribute invaluable to the success of Montgomery County Public Schools; now therefore be it

Resolved, That on behalf of the superintendent, staff, students, and parents of the Montgomery County Public Schools, the members of the Board of Education hereby declare the period of September 15 to October 15, 1994, to be observed as "Hispanic Heritage Month."

RESOLUTION NO. 613-94 Re: RECONSIDERATION OF VOTE ON STUDENT
BOARD MEMBER VOTE

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

Resolved, That Board of Education reconsider the vote cast on August 29, 1994, regarding the Board's support for extending the student member's voting rights.

Re: A MOTION BY MS. CONVERSE REGARDING
STUDENT BOARD MEMBER VOTING AND THE
COMPOSITION OF THE BOARD OF
EDUCATION

Ms. Converse moved and Mr. Abrams seconded the following:

Resolved, That the Board of Education support the extended student voting rights and request that the sunset provision be eliminated; and be it further

Resolved, That the issue of student voting rights be separated from the issue of adding a ninth member to the Board of Education.

Mrs. Gordon assumed the chair.

Re: A MOTION BY MR. EWING TO POSTPONE
THE PROPOSED RESOLUTION REGARDING
STUDENT BOARD MEMBER VOTING AND THE
COMPOSITION OF THE BOARD OF
EDUCATION (FAILED)

A motion by Mr. Ewing to postpone the proposed resolution regarding student Board member voting and the composition of the Board of Education to a later time when all Board members could be present failed with Mr. Ewing and Mrs. Fanconi voting in the affirmative; Mr. Abrams, Ms. Converse, and Ms. Gutierrez voting in the negative; Dr. Cheung and Mrs. Gordon abstaining.

Mrs. Fanconi assumed the chair.

Re: AN AMENDMENT BY MR. ABRAMS TO THE
PROPOSED RESOLUTION REGARDING
STUDENT BOARD MEMBER VOTING AND THE
COMPOSITION OF THE BOARD OF
EDUCATION (FAILED)

A motion by Mr. Abrams that the proposed resolution be amended to vacate the vote on the ninth member of the Board of Education and continue its support for the student member extended voting rights by ending the sunset provision failed with Mr. Abrams, Ms. Converse, Mrs. Gordon, and Ms. Gutierrez voting in the affirmative; Mr. Ewing and Mrs. Fanconi voting in the negative; Dr. Cheung abstaining.

RESOLUTION NO. 614-94 Re: STUDENT BOARD MEMBER VOTING AND THE
COMPOSITION OF THE BOARD OF
EDUCATION

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

Resolved, That the Board of Education support the extended student voting rights and request that the sunset provision be eliminated; and be it further

Resolved, That the issue of student voting rights be separated from the issue of adding a ninth member to the Board of Education.

Mr. Ewing made the following statement for the record:

"I believe this is a fundamental transgression of the prior standards that have existed for 20 years on this Board of Education that we take votes on matters of Board governance when

all members are present. I think it is regrettable and appalling.

Re: A MOTION BY MR. ABRAMS TO
RECONSIDER THE VOTE ON THE
COMPOSITION OF THE BOARD OF
EDUCATION (FAILED)

A motion by Mr. Abrams to reconsider the vote on the composition of the Board of Education (adding a ninth member) failed with Mr. Abrams voting in the affirmative; Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Mrs. Gordon voting in the negative; Ms. Converse and Ms. Gutierrez voting abstaining.

Re: REQUEST BY MS. CONVERSE TO CHANGE
HER VOTE ON THE COMPOSITION OF THE
BOARD OF EDUCATION

Ms. Converse asked that her vote on the composition of the Board of Education (adding a ninth member) be changed from support to opposition.

Re: ORAL REPORT ON THE OPENING OF
SCHOOL

Dr. Vance stated that he was pleased to report on what he considered to be the tremendously successful opening of school. In his visits to schools, the picture was one of schools bustling with excitement. It was as if they had never adjourned in June, and this was because of their excellent staff and their incredible commitment to the school system.

Dr. Rohr reported that they had completed five major construction projects, relocated 58 portable classrooms, accomplished 119 PLAR projects and seven roof projects, and got the learning hubs up and running. Mr. Giles Benson had given him a few numbers. There were 50 work days between June 16 and August 29. In addition to all the new projects and relocatable classrooms, they processed 16,000 purchase orders; moved three schools to holding schools; ordered, packed, and shipped 1.6 units of supplies; inventoried, packed, and shipped over 90,000 textbooks; and loaded and unloaded 2,250 trailers and step vans. He believed that Transportation had had the finest opening ever despite the fact they were transporting over 75,000 youngsters. Mr. Green had brought in extra staff to handle phone calls, and this worked beautifully. Mr. Viv D'Souza was serving as acting director of maintenance and had done a wonderful job. Dr. Rohr praised the efforts of Dick Hawes and Bernie Warfield, who was on the site at Sally Ride ES to get that school open. Dr. Rohr reminded the Board of the staff out there who were doing everything they could for the success of every child.

Mrs. Fanconi hoped that the Board would be able to approve some kind of formal award for the Sally K. Ride project. She knew the efforts that had been made to get that school up and running. She pointed out that MCPS worked under terrible constraints because they could not begin things before they had the appropriation authority July 1, and they had to hire teachers and get supplies ordered prior to the August opening. This meant all 14,000 employees had to be ready to go when school opened. She added the Board's appreciation to Mr. Warfield and all of the staff.

Mr. Abrams asked about the carpeting at Glen Haven ES. Dr. Rohr replied they had done extensive asbestos abatement, removal of floor tiles, replacement of tiles and carpet, major concrete work, extended parking area and drop-off area, plumbing, glazing, and exterior lights. As part of the asbestos removal, a special solvent had to be used. If this was not mixed perfectly, the carpet would not bond properly. This was what happened in some rooms at Glen Haven, and the carpet would be reapplied. Mr. D'Souza added that the carpet had been re-attached. This work was under warrantee, and the contractors would not be paid until the work was complied to their satisfaction.

Mrs. Gemberling noted that they had hired over 500 teachers, and they had also replaced over 20 principals. The Office of School Administration had been working all summer to have the administrative teams in place in every school. Principals worked all summer to get ready for the opening of school. Mrs. Gemberling indicated that their student enrollment was over what they had projected, and they had been working to level classes and placing extra teachers where needed. She believed they had been responsive and did not have overcrowding or over-sized classes.

Mrs. Gemberling reported that this summer they had begun a series of initiatives on global access training. This was in addition to the normal type of training that went on during the summer. They had gone through a transition with the Office of Special and Alternative Education this summer in terms of the reorganization and the whole process of student placement and transportation. Mrs. Gemberling stated that this was her 30th school opening, and it was an excellent one. Up-county or down-county, she was struck by the instant education that was in place.

Mr. Abrams remarked that they were the largest employer in Montgomery County, and no other entity of that size closed down for the summer and reopened as smoothly as MCPS. If a corporation had to do this, they would be at a loss. He joined in the salute to the staff.

Mrs. Gordon inquired about the number of students applying for the Edison Career Center and the number of students accepted into each of the various programs. She, Ms. Gutierrez, and Dr. Cheung added their compliments to staff. Dr. Vance noted that the student count to date was an addition of 4,920 students, which was 1,300 over their projections. Therefore, they would have well over 118,000 students enrolled. This growth was evenly distributed throughout the county, and he was most pleased with the growth inside the beltway, particularly in the elementary schools which was another indication of the confidence parents had in the public school systems. Mrs. Fanconi thanked staff again for a wonderful opening.

Re: JOINT MANAGEMENT STRUCTURE REPORT

Dr. Vance introduced Dr. Joseph Villani, associate superintendent; Dr. Steve Lanham Tarason, principal of Kennedy HS; Mr. Matt Tronzano, president of MCAASP; Ms. Dawn Ellis, past president of MCAASP; and Ms. Carole Burger, director of Association Relations. The Board had the committee's recommendations and the superintendent's response.

Dr. Villani reported that the management structure committee grew out of the 1991 negotiations between the Board of Education and MCAASP. The superintendent formed a committee to review those areas of management structure which impacted significantly on the workload and working conditions of unit members. The committee met a lot and decided to exercise the option in the Agreement to hire a consultant to make recommendations. The consultant did an extensive study and made recommendations to the committee. The committee focused on six areas which were in the report to the superintendent. These included communication, the need for a classification study, salary overlap, workload priorities, training, and cluster organization. The committee made specific recommendations in each area, and after consultation with various groups, the superintendent had directed executive staff members to work on follow-ups to those recommendations. This fall they would complete the work on the follow-up, and they would report back to Mr. David Fischer and the superintendent on the activities in place. Dr. Villani indicated that those at the table were prepared to answer Board questions.

Mrs. Fanconi said it was important to note that the areas that were looked at were really to give them an opportunity to take a look at how changes have affected them. They had gone through a period in which they had cut \$145 million out of the budget, and they had had significant changes in responsibilities and roles. It was important to them to have the management and structure necessary to run the school system.

Mr. Ewing remarked that the first recommendation was on communication. The issue of communication tended to be continuous and of greater concern in times of economic stress

than at any other time. It was his view that communication cost in the sense that it took time and administrative arrangements.

The recommendation talked about the technology policy and the contribution it could make. He asked about the issue of the time it would take to ensure that effective communication did take place. He asked whether there was a recommendation dealing with the issue of the time it took to communicate effectively. Dr Villani replied that this was one of the key issues the committee discussed -- the time it took for information to get from the central office into the schools because of the daily requirements of the job in schools. Principals did not sit at their desks and wait for things to come in from the central office. They had an emergency beeper system for messages through the main-frame computer. They were looking at ways to enhance communication by speeding it up and by streamlining the communications process. The restructuring had removed some communications links. They were trying to smooth out the channels of providing two-way information from central office to the schools and from schools to the central office as well as in and among the schools themselves. They believed that when the global access plan was in place, the electronics there would provide that kind of link. This would deal with the mechanics, but the streamlining also had to occur in the approval process. Principals did not want everyone in the central office giving them directions, and they liked the present sorting process.

Dr. Tarason added that they wanted both a formal and informal process of communication. Things should be sorted out before they got to the schools in the formal process, but they also recognized the needs for instant communication that could be both formal and informal. The spring had been taken out of the system with all of the down-sizing, and they no longer had a direct link to an area office.

Mr. Ewing noted that one recommendation was that cluster organizations should be truly empowered and expanded and decisions and planning should be encouraged at the cluster level. The recommendation went on to state that all of this should be part of the larger movement toward decentralization and site-based decision making. He said that these statements were general, and he would be interested in knowing where the group was going with this.

Dr. Villani replied that they had looked at the Board's policy on site-based decision making and they saw the trend to decentralization in a heavily centralized system. They thought that one of the mechanisms for making that happen would be to pool resources, thinking, and planning at the cluster level. Principals saw a wealth of resources available to them within the cluster if people were encouraged to use those resources. For example, one thought was that the high school business manager could be involved in managing and supporting some of the fiscal responsibilities of all the schools in the cluster. They grappled with the reality of a centralized system, and they

needed to develop strategies for giving people at the local school level the opportunity to make decisions and the resources to make those decisions. Dr. Tarason added that they now had to look at the cluster for some solutions to some of their concerns and problems. They could not look to another level because it was no longer there. Mr. Tronzano reported that many administrators were in the process of working on this.

Ms. Gutierrez commented that there were two recommendations that were linked in her mind. One was a recommendation on workload priorities and another was on training. She felt that training had to go beyond what was mentioned in the report. She saw principals as project managers with responsibilities for resources, facilities, decision-making, planning, scheduling, monitoring, and evaluating. She recommended they look into training in management skills. She was somewhat concerned about the action being taken. She believed that with an incredibly complex school system they needed additional supports for the principals primarily. When they developed a model, she hoped that the model would look at those concepts.

Ms. Gutierrez said that in regard to decentralized decision making she would like to see some thought given to an on-going feedback loop. They could have a mechanism by which continuous improvement ideas could flow back on a regular basis. Part of the communication problem was there did not seem to be a regular mechanism by which individual teachers or principals could regularly bring back to a forum to consider issues. Many of the issues they might be struggling with were issues that could be raised with the Board of Education for a policy decision. As a Board member, she would appreciate having an on-going feedback from the management of the school system to know whether policies were in the way or policies were needed to make the job of principal somewhat easier.

Dr. Cheung said they were now talking about management structure. In good management they did not want too much centralization or too much decentralization. He liked their recommendation about the cluster organization. They could take advantage of the economy of scale, and the cluster would be an efficient unit in terms of resource sharing. Site-based management was good for an individual school, but there were functions that could be done in the cluster. He asked about the relationship between the cluster concept and the Office of Administration. They also had a recommendation for training. He thought that outstanding principals came from the rank and file of teachers, but an outstanding teacher did not always make the best administrator. In health care, they were finding that those trained as health care professionals might or might not become an administrator. They were seeing more and more hospital directors who were not health care professionals or doctors. He asked how they were able to train for the attributes of a principal for middle

and addition project developed by Walton, Madden, Cooper, Robinson, Poness, Inc.

Re: ANNOUNCEMENT

Mrs. Fanconi announced that the Board had been meeting in closed session on legal matters and appeals. Mrs. Brenneman had joined the Board during the closed session.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Ella Iams, Title IX Gender Equity
2. Michelle Turner, Glen Haven ES PTA
3. Anna Ablees, Walt Whitman Cluster
4. Mimi Keister, Classics Girls Basketball Association
5. Rochelle Sumner

RESOLUTION NO. 618-94 Re: PROCUREMENT CONTRACTS MORE THAN
\$25,000

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mr. Abrams, 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 be awarded to the low bidders meeting specifications as shown for the bids as follows:

BL4008 7021AE	Motor Oil, Lubricants and Greases	
	<u>Awardees</u>	
	Century Autoline	\$ 19,084
	Dreyden Oil Company	<u>63,546</u>
	TOTAL	\$ 82,630
201-91	Scanner Forms and Scanning Machines - Extension	
	<u>Awardee</u>	
	National Computer Systems	\$ 89,991
104-94	Telephone & Security Equipment for the Division of Maintenance	
	<u>Awardees</u>	
	A.D.I.	\$ 54,787
	Alarm-It Distributors, Inc.	95,060 *
	Allegheny Electronics, Inc.	11,662
	Alltel Supply, Inc.	133,740

	Arius Security Distributor	24,515
	Chesapeake Telephone Systems	10,728 *
	Data Set Cable Company, Inc.	3,356
	Mouser Electronics	94
	North Supply/A Spring Company	33,799
	Phillips & Brooks/Gladwin, Inc.	11,550
	Target Distributing Company	2,004
	Washington Cable Supply, Inc.	<u>14,612</u> *
	TOTAL	\$395,907
8-95	Processed Cheese	
	<u>Awardee</u>	
	Carroll County Foods	\$ 55,366
100-95	Industrial & Technology Education	
	Shop Equipment for Springbrook HS	
	<u>Awardees</u>	
	Amtek Company	\$ 10,215
	Brodhead-Garrett Company	13,808
	C & S Sales, Inc.	104
	Diversified Educational System	15,094
	Graves-Humphreys Company	4,055
	W.S. Jenks and Son	1,671
	K. Layne, Inc.	9,712 *
	Midwest Tech Products & Service	18,789 *
	Norman Machine Tool, Inc.	477
	Omnitron Electronics	14,014
	Print Products International	191
	Satco, Inc.	193
	Skarie, Inc.	5,664
	Thompson and Cooke, Inc.	175 *
	Tools Unlimited	<u>193</u>
	TOTAL	\$ 94,355
101-95	Industrial and Technology Education Shop	
	Equipment for Roberto Clemente MS	
	<u>Awardees</u>	
	Acme Electric/Tool Crib of the North	\$ 677
	Brodhead-Garrett Company	5,408
	Grainger	3,432
	Graves-Humphreys Company	1,040
	K. Layne, Inc.	16,371 *
	Midwest Tech Products and Service	10,447 *
	Norman Machine Tool, Inc.	21,392
	Skarie, Inc.	1,789
	Versatile Enterprises, Inc.	<u>795</u> *
	TOTAL	\$ 61,351

102-95	Glass and Glazing Materials for the Division of Maintenance <u>Awardees</u> S. Albert Glass Company, Inc.	\$ 6,596
	Beltsville Glass	173 *
	Commercial Plastics	19,814
	Hawkins Glass Company	72,819
	Laird Plastics	2,284
	Roberts Company of DC	1,871
	Vega Glass Center	<u>3,012</u>
	TOTAL	\$106,569
219-95	Technology Education Furniture for Springbrook High School <u>Awardee</u> Spotts Academic Supplies	\$ 84,553
	MORE THAN \$25,000	\$970,722
	*Denotes MFD vendor	

RESOLUTION NO. 619-94 Re: BID NO. 208-95, LEASE/PURCHASE OF
COPIER/PRINTER PUBLISHING SYSTEM

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

WHEREAS, The Board of Education of Montgomery County received Bid No. 208-95, lease/purchase of a printer system, to be used for the needs of the Department of Educational Media and Technology to replace a printer with lesser capability; and

WHEREAS, Xerox Corporation is the lowest responsible bidder meeting specifications to provide a five-year lease/purchase arrangement; and

WHEREAS, The Board of Education has determined that it is in the public interest, and the cost is within the current budget, to obtain the printer system through a lease/purchase arrangement with Xerox Corporation subject to cancellation in the event of nonappropriation; and

WHEREAS, Xerox Corporation has agreed to provide the printer system in accordance with the lease/purchase terms and nonappropriation condition set forth in the bid specifications; now therefore be it

Resolved, That the Board of Education of Montgomery County award Bid No. 208-95, for a printer system and financing to Xerox Corporation totalling \$225,972.45, for a five-year lease/purchase

and the individual contractor accomplished its work. The contract contained unit prices for rock removal. This change order is for rock removal for wall footings in accordance with the contract unit prices.

Contractor: David Campbell Concrete Construction Co., Inc.

Amount: \$47,785

ACTIVITY 2

Project: Relocatable Classrooms - Sherwood HS

Description: The design of the electrical service to the relocatable classrooms at Sherwood High School was planned separately so that it could be coordinated with the schematic design for the building addition that is scheduled to be constructed in FY 1996. In order to complete this work expeditiously, a change order has been negotiated with the contractor installing the electrical service for other relocatable classrooms.

Contractor: Paul J. Vignola Electric Co., Inc.

Amount: \$51,849

RESOLUTION NO. 622-94 Re: ACCEPTANCE OF SITE DEDICATION FOR FUTURE MIDDLE SCHOOL IN DAMASCUS CLUSTER

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

WHEREAS, Land use planning studies have shown the need for future middle school space to serve the Damascus cluster; and

WHEREAS, The developer of a tract of land known as Kings Bridge, located on the north side of Kings Valley Road west of Watkins Road, has offered to dedicate a middle school site consisting of 25 acres to the Board of Education; and

WHEREAS, The proposed school site is considered suitable for school construction based on favorable tests of soils and study of environmental considerations; now therefore be it

Resolved, That the Board of Education authorize acceptance of the 25-acre parcel to be conveyed at no cost to the Board of Education for use as the site for a future middle school; and be it further

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

RESOLUTION NO. 623-94 Re: TRANSFER OF FUNDS FOR DAMASCUS
MIDDLE SCHOOL #2 CAPITAL PROJECT

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

WHEREAS, Surplus construction funds have been identified in the Roberto Clemente Middle School project that has been completed; and

WHEREAS, There is a need at Damascus Middle School #2 to supplement the construction contract because of rock; now therefore be it

Resolved, That \$300,000 in excess funds in the Roberto Clemente Middle School project be transferred to the local unliquidated surplus account; and be it further

Resolved, That \$300,000 in funds from the unliquidated account be transferred to the Damascus Middle School #2 project; and be it further

Resolved, That the county executive be requested to recommend that the County Council approve these transfers.

RESOLUTION NO. 624-94 Re: UTILIZATION OF FY 1995 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
EXTENDED ELEMENTARY EDUCATION
PROGRAM (EEEEP)

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1995 Provision for Future Supported Projects a grant award of \$120,000 from the Maryland State Department of Education (MSDE), for the Extended Elementary Education Program (EEEEP), in the following categories:

	<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
2	Instructional Salaries	3.5	\$80,000
3	Other Instruct. Costs		19,000
10	Fixed Charges		<u>21,000</u>
	TOTAL		\$120,000

- * 2.0 Teachers A-D (10 month)
1.5 Instruction Assistants (10 month)

and be it further

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

RESOLUTION NO. 625-94 Re: MONTHLY PERSONNEL REPORT

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

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

Re: MENTAL HEALTH ADVISORY COMMITTEE
REPORT

Dr. Dolores Reid, chairperson, introduced Mr. Stuart Graff, secretary of the committee. Dr. Reid said that the committee was very active and was a positive force for the Board, staff, students, and community. She indicated that their liaison, Tony Paul, had been of considerable assistance to the committee. She reminded the Board that the committee continued to promote the ideas of mental health promotion, prevention, and early intervention in the school system. They recognized that this was a responsibility that was shared with the community. They were also aware that school systems across the country were struggling to accomplish their goal of education of all children. It was difficult for educators to accept and implement the idea that to accomplish their goals they must attend to mental health issues for their students and their staff. The committee commended MCPS for their efforts in this regard. Based on their review of school system efforts, they continued to have some concerns that formed their recommendations.

Mr. Graff explained that in their comments about the special education placement process they were referring to the special education step-by-step brochure at the same time they were recommending good, clear, and user-friendly English. In fact,

that brochure was a positive example, and they were not criticizing that brochure.

Mr. Graff recalled that the committee sent a letter to the Board offering their services as a sounding board for proposals reflecting on mental health, especially regarding user-friendly language that parents could understand. He indicated that the charge of the committee regarding the delivery of pupil services should be "to advise" rather than "to monitor." Monitoring the services provided went beyond the resources of such a volunteer committee. They had reviewed the staff comments regarding their last report, and they applauded the efforts of the Board to implement the committee's recommendations. They believed that mental health training opportunities needed to be expanded. Their review and dismissal procedures needed to be made more accessible and understandable to students, parents, and the community. The Special Education Parent Information and Training Center was an excellent resource, and it would be even more effective if more centrally located and more widely publicized to interested parents. While existing increases in pupil services resources were commendable, they urged continued expansion until they reached the ratios recommended by the Maryland State Department of Education. Expansion was needed in pupil personnel workers, psychologists, counselors, health nurses, and technicians.

Mr. Graff reported that the committee recommended expansion of the successful consultation and training approach of the SED unit to more schools throughout the county. They further recommended that the successful cluster model programs be expanded to the mid and high school levels. They felt that the SED unit should have additional behavioral support teachers and counselors consultants to ensure the continued success of expanded programs and training. Finally, they should use the "training of trainer" approach to increase the availability of training resources.

Mrs. Fanconi stated that the Board appreciated all its advisory committees and the hard work that they did in looking at the issues dealing with their prescribed areas.

Mr. Ewing noted the committee had a recommendation for expansion of pupil service programs and a comparison with Fairfax County where the ratio was better. The superintendent's response at that time was that they had not made the kind of progress in those areas because of a shortage of resources. He asked the superintendent for expectations he had to make improvements in this arena. Dr. Vance replied that given the budget format and the growing adherence to the idea of multi-year budgeting they were going to look at areas of the budget which had not expanded but perhaps should have. This was one area where he would anticipate incremental improvements.

In regard to the staff's response to the committee's recommendations last year, Mr. Abrams commented that one recommendation was coordinating more closely with other agencies especially the Department of Addiction to plan direct services for those agencies at school sites. In regard to addiction in the school-aged population, he asked how much emphasis the committee placed on that problem as it related specifically to students and not families with addiction problems. Dr. Reid replied that they had not studied that issue specifically. They were aware that students in the middle schools and high schools were affected by the use of drugs. Mr. Abrams said he had a particular interest in a study of an accelerated "cold turkey" approach to detoxification, and he asked that the committee look into this study for the limited population with those needs. Dr. Reid said that she would bring this issue to the committee to see if committee members would like to look at this.

Ms. Gutierrez did not know if MCPS had investigated to see what alternative sources of funding might be available to expand services including federal funding and medicare. Related to that was working with other agencies, she pointed out that significant efforts were being made in Linkage for Learning to break down some of those interagency barriers. If there were areas for further interagency cooperation, she would appreciate hearing from the committee.

In regard to the committee's charge, Mr Ewing said he would be amendable to making that change. On the other hand, it was important for Board members and the superintendent to think carefully before they scheduled something for action about the question of whether this was an area where they should consult the committee. He hoped that they would do this systematically.

Mrs. Fanconi said she had asked for a copy of last year's report because staff could not respond to several of the recommendations. She asked whether there were areas the Board should give real consideration to following up on, even though they were not part of this year's report. She understood that they had had a very productive year this year, and she commended the committee. She was particularly concerned about their ability to deal with all of the issues confronting them. The committee dealt with problems regarding SED which affected a smaller number of children to the whole pupil services program which potentially affected every child in the system. This appeared to be an extremely large task, and it might be appropriate for the committee to state that it wanted to focus on one or two areas each year. She continued to be very interested in the superintendent's follow-up response on the SED comprehensive plan and the training. She asked the committee to expand on its recommendation in this area.

Dr. Reid thought the reason the committee was especially impressed and supportive of the SED approach was because they went into the schools and worked with the total school population. The staff impacted by the child's difficulty got the support and help they needed. The committee believed that the training and support of the primary teacher for the youngster was probably the one thing that was crucial. Mental health prevention and early intervention could not occur unless that teacher was helped. When teachers had a supportive environment and when everyone in that building knew how to deal with those youngsters, it produced the kind of mental health atmosphere that was helpful to the students and the staff. The resource teachers who trained and assisted were excellent.

Mr. Graff added that one of the reasons why the comprehensive plan was so important was that they failed to realize that mental health was not just for a small segment of the population labelled as SED. Mental problems could affect anyone at any given point in time. When the team went in and trained a school, all staff were trained from the cafeteria workers to the teachers. Any student having problems would benefit from a mental health environment where the staff was able to deal with minor upsets. To the extent they could have better mental health for all students, there would be fewer major problems to deal with and fewer students labelled as needing SED help.

Ms. Gutierrez asked the superintendent to give the Board more information on the plans for training and the delivery of the sources mentioned as well as the budgetary implication.

Mrs. Fanconi asked if Mr. Abrams was referring to a treatment modality that should be considered in an educational setting. Mr. Abrams explained that he was talking about a detoxification program with a 90 percent success rate which might be considered by the Health Department. He wanted to know the implications of such a program from an educational standpoint and from the viewpoint of the committee. It seemed to Mrs. Fanconi that there were so many emerging issues they needed to deal with now. This type of research might take away from the limited time the committee had, and she thought they needed consensus before asking the committee to spend time on this issue.

Mrs. Fanconi said there were several places in the report where they had mentioned additional staff, and she hoped the superintendent would define this in his responses. The Board was extremely interested in the placement process and would like to hear from the committee outside of this forum regarding improvements in the process. They also mentioned MSDE personnel ratios. Dr. Reid replied that in one of their reports they had given the Board the ratios in Fairfax as a comparison. The committee could go back and make certain that information was accurate. She wanted to underscore the importance of the

training piece. The courses were excellent, and the concern was how these could be offered so that everyone in the school system would have access to this training. This might be very cost effective. The more training they could give existing teachers to handle certain problems, the more effective they would be in doing their jobs.

Mr. Paul commented that committee members were dedicated to their work, the issues they discussed, and the research they did. He asked the Board to take advantage of the expertise of this group. He thanked the Board and the superintendent for implementing the past recommendations of the committee. They now had more staff to do training, and 14 schools at the mid-level had been trained. Mrs. Fanconi thanked the committee for their report.

Re: RESEARCH AND EVALUATION COMMITTEE
REPORT

Mr. Ewing stated that the committee had given the Board not only their report but also the back-up materials including the minutes of the meeting at which the recommendations were developed. They were recommending that the Board consider an expanded effort to conduct research and evaluation activities. The committee agreed that a more thorough assessment of all aspects of MCPS performance was critical. This must include as a key element a systematic review of the effectiveness and efficiency of programs of instruction as well as other areas of the school system. When resources were short, it was particularly critical that they used what they had to the greatest effect. In order to be able to do that, they needed a really comprehensive program of research, evaluation, and assessment.

Mr. Ewing commented that it was through the results of such efforts that they were most likely to be able to persuade those in charge of allocating funding to programs for students. If they were unable to do that, they would fail to get investments. Investments here would pay off in the knowledge about what worked most effectively. The committee did not have a precise dollar figure to suggest, and it was not asking for formal action today. The matrix showed that there was presently a shortage in staffing resources to complete the kinds of tasks the committee believed were essential. He called attention to the matrix regarding the staff in the Department of Educational Accountability. For all of evaluation there was the equivalent of 3.5 staff, and the committee estimated they needed 4.1 regular staffing and 13.4 part-time. This was a very big gap, and Mrs. Gemberling had told the committee she had creative ways to deal with this issue. The gap was also there for testing, but the gap was smaller.

Mr. Ewing said the committee was saying the Board needed to assess a whole range of efforts. They had continuing efforts involving parent/student satisfaction surveys, the continuing

effort to report on and refine the educational load and diversity profiles, senior surveys, quarterly bulletins, etc. Then there was the focus on graduate competencies and a whole range of things to assess the MCPS Program of Studies in science, math, the challenge grant schools, instructional grouping, SAT coaching, class size, literature review, year-round education, foreign languages, etc. They also had teacher evaluation and long-range planning. There was a continuing need to assess full-day and half-day kindergarten options, to continue the Head Start transition evaluation, and to look at special needs students and educational technology. The committee did not believe that any of these ought to be dispensed with as being unimportant. The committee did not recommend priorities because they felt that this list was a priority list and by no means all inclusive.

Mr. Ewing thought that what was needed was for the superintendent to give the Board estimates of the costs in '95 and '96 of the committee recommendations. The Board would need to review the recommendations further in the light of the cost data to determine if it wanted to make this or another investment. While they always had to make choices in the budget, the Board ought to have this kind of data and has not typically had this sort of option in front of it in the past with respect to the program of research and evaluation. He knew they had difficulty with the Council regarding this kind of funding, and if they wanted to make a good case for the Council and a good case for the public, they needed to think about the options to pursue. Mrs. Gemberling would assist the Board in providing some estimates of costs and staffing. He hoped that the Board would agree that the recommendations of the committee could form the basis for a request to the superintendent to do the things listed in the paper. They could reschedule this and have a discussion that would be based on actual cost estimates.

Mrs. Fanconi asked when this should take place, and Mr. Ewing indicated that it should be discussed prior to Board budget action and preferably before the Board received the superintendent's budget.

Mrs. Brenneman commented that this was an excellent report, and she agreed they must begin to build a case for it now. Accountability was coming up over and over again, and the school system had to reassure the public that programs were working or not working. If the program did not work, they had to make changes or terminate the program. The only way they would be able to do that was by evaluating programs.

Ms. Gutierrez explained that the committee realized if they did not take a more strategic view, they would continue to sustain Council cuts in this area. She agreed that the school system must respond to the requests for accountability to be able to tell voters what they were getting for their dollars. She

pointed out that the R&E proposal was a minimal one with minimum staffing resources.

Dr. Cheung expressed his support for Mr. Ewing's remarks. As a member of the committee, he was concerned about accountability and for this reason supported the need to look at outcomes for the programs listed. He thought that the public was willing to invest in the public schools if they knew the schools were doing a good job. It was important for them to think in terms of getting better data. He noted that while DEA looked at the school system, they also had the responsibility to look beyond the school system. A successful corporation spent about 20 percent of the time of their board of directors in looking at what was outside. They looked at their competition and advances in their fields. They looked about six years ahead, and they also looked at communicating with people in similar fields. The Board of Education was so involved in the budget and policies, they did not spend sufficient time looking at the future.

Mrs. Fanconi commended the committee for their work, but she was very concerned about their allowing the Council to get the Board off the track of what they believed was the right thing to do. She thought it was critical for them to focus in on this area, and that might mean bringing in someone from the outside to tell them how much of their budget should be spent on this. It might be possible to use global access to enter data. They must know how their decisions were working to make the kinds of mid-course adjustments in order to keep their children on the very front of the curve. She did not believe they were spending enough in this area, and she believed that they needed an even more global look at this issue.

Mr. Ewing recalled that the Gordon report suggested that any large organization ought to be spending 7 percent of its operating budget on assessment of its effectiveness. For MCPS 7 percent meant \$56 million. They were not even at 1 percent of their budget for this purpose. He thanked John Larson and Jim Myerberg in organizing the thoughts of the committee. It seemed to Ms. Gutierrez that there was a sense of the Board on the importance of this, but this was not an action item at this point. She wondered when the Board could take action on this item, and Mrs. Fanconi thought action should occur when the superintendent was able to provide the cost information. Dr. Vance thought it could provide cost estimates within the next two months. Ms. Gutierrez thought the Board should indicate support for making this an important part of the budget. Mrs. Fanconi thanked Mr. Ewing and his committee for the report.

Re: MIDDLE SCHOOL INTERSCHOLASTIC
ATHLETICS

Dr. Vance reported that this item was a consequence of a motion by the Board to discuss mid-level interscholastic sports outside of budget discussions. They had assembled appropriate staff including middle school principals. In his discussions with parents and constituent groups across the county, more and more attention was being directed towards middle schools and middle school athletics. Some citizens were sharing a much broader frustration which focused on the lack of appropriate athletic and interscholastic activities for youngsters at the mid level which was more universal than what MCPS should be doing. He recalled the activities he had available to him when he was in junior high school in Philadelphia.

Dr. Joseph Villani, associate superintendent, explained that their purpose was to give the Board some background and points of discussion. The athletic program in middle schools that they currently had was not an athletic program that was designed by the mid-level task force or the Board of Education policy on middle schools. There was a misperception about that. As he recalled the task force report it did not recommend the elimination of middle school athletics. In fact, it recommended expanding athletic opportunities in the middle school by giving greater emphasis to intramural programs to permit more students to participate. The decision to eliminate interscholastic athletics which was made for the second time in the last 15 years was done as a budgetary measure. The paper before the Board presented the points of view of middle school principals. Their purpose today was not to try to persuade the Board to do anything but to give the Board the opportunity to discuss this matter and decide on a direction they would like to pursue.

Mrs. Brenneman asked if there were principals who were against the idea of bringing back interscholastic sports. Dr. Villani replied that it was not as simple as someone's being for or against this. It was someone's point of view in the context of available resources.

Mr. Daniel Shea, principal of Westland MS, stated that he was in favor of athletics. When they talked about returning interscholastic sports to the middle school, it was in the context of their roles and responsibilities. There was no doubt there were pluses in terms of spirit and climate for the school and the relationship of the student athlete to the coach. There was the reality of what the middle school was now responsible for including functional testing and clubs for students. They had tried to develop a well-rounded intramural program. He pointed out that there were no students cut in an intramural program, and students participated as they signed up and as clubs were formed.

There was not the anxiety level created by trying out for a team. When they put together activities of an interscholastic nature, there might be a great rivalry between and among certain schools. Ordering buses on activity funds was very expensive. Mr. Shea said he frequently referred to his after-school activities as the eighth period because more than half of the school stayed for clubs, activities, and lab time.

Mr. Shea said it came back to their role and task as a middle school. There were some gaps that were being filled in the county. MSI Soccer had stepped in and created a fall team for the girls and a spring team for the boys, and they now had a Westland MS team. There was another role about the developmental aspects of interscholastic sports, and he wondered if someone was going to look at win/loss records from ten years ago and compare them to today's records.

Ms. Pat Foster, principal of Key MS, said she was concerned they not establish a program that excluded students. The intramural program allowed more students to participate rather than just the highly gifted athletes. There should be some combination that allowed them to expand upon the intramural program. When Briggs Chaney and Key were in one school, they had money for activity buses. Therefore, they had an enormous student response to the intramural program because students could stay three days a week to participate. Now that she had half that money, fewer students were staying after school. They were asking for money to help them expand what they had and to give opportunities for the highly gifted athletes to participate extramurally or regionally. She did not want a return to the junior high where they had a ten-game season. They wanted more students involved and participating. If the money could be divided and directed in a way to achieve that goal, she believed they would find enormous support.

Mr. Lew Jones, principal of Ridgeview MS, expressed his strong support for the return of interscholastic sports to the middle school. As a long-time principal, he had been with interscholastic sports and without it, and he could measure it from both sides. All evidence was that sports were important at the middle school level. On Saturday mornings, people could drive around the county and see six- and seven-year olds playing sports. When these students got to middle school, there was a big void in terms of their participation. He wondered if anyone had asked the students. He had, and at Ridgeview MS, one said no and 959 said yes. This told him very clearly that students wanted and needed interscholastic sports.

Mr. Jones said it was not his job to provide money for these activities, but if the schools received the money they could run the programs. If they had sports, he and other principals would get the students where they needed to be and get them there

safely. He believed that sports contributed to academic success which was what they were all about. He noted that his role model in high school was his chemistry teacher who was also his football coach. This teacher was the only man in his life, and he valued his advice and suggestions. Had it not been for sports, he probably would not be a principal today.

Mr. Jones said there was a place in their program for both intramural and interscholastic sports. He was not suggesting they eliminate intramurals. They did not eliminate G&T math, and should not eliminate G&T sports. At any basketball game there would be 500 watching the game, 30 poms, and 15 cheerleaders. If those students were in a gym under supervision they would not be home watching MTV, talking and participating in sexual activities, drinking, and smoking. Sports helped develop positive social skills and provided direction for aimless children. Sports helped improve academic performance. As Montgomery County became more urbanized, they would need more sports programs and activities for students who had no guidance and no support at home. He strongly supported the return of interscholastic sports to the middle school.

Mrs. Brenneman thanked the principals for their comments. She recalled talking to principals who told her that students did not stay after school once the interscholastic sports program ended. When the Board did away with interscholastic sports, they were in a very tight budget crunch. At that time, the money was being pitted against academics. The decision was increasing class size or doing away with interscholastic sports. She thought that other agencies had come in admirably to fill in a lot of the gaps. Now she was not sure she looked at this in the same way. In the past years society had changed, and now they were talking a lot more about juvenile crime and problems that children got into after school. There was a perception that more young people were getting into trouble because fewer parents were home. She thought they had to consider having some kind of mix and bringing something back. Wherever she went, parents told her athletics were part of the fabric of the school. The whole school became part of that sports team. She said they were going to have to look at this differently in the next budget and not put athletics against academics, but look at it as a preventative measure for other kinds of problems. She emphasized that she was not suggesting they do away with intramurals. It troubled her to see in this report that during budget cutbacks when they gave schools extra funding for this intramurals, they reduced funds for activity buses and the money went for buses instead.

Ms. Gutierrez thought it important that they clarify the language that they were using. They had to distinguish between sports in general and sports that were interscholastic. They were talking about issues that were somewhat more complex and that have had a lot of thought and experience as reflected by the comments of the

principals. It was very important for them to speak with care when they were making the differentiation of the issue before the Board. Ms. Gutierrez recommended that individuals interested in this read the report before the Board. The Board had to cut back on interscholastic sports very heavily due to their high cost, but in addition to that the Board was aware that along with interscholastic sports came a series of behaviors that were not as reinforcing of what they had adopted as a philosophy for how to help the development of students in the middle schools. From the report, she saw many of the concerns raised by committees and principals went to those issues. Whatever the Board did in bringing back some additional sport opportunity, they should do it with the care of not bringing back those negative consequences. There were negative repercussions on students when they did have a highly competitive environment. She thought it was important to look at what they had in their intramural sports program. The program was very good in some schools and was not in other schools. It was important for the public to understand that sports opportunities had not disappeared in the middle schools. It was also important to understand the very close link to transportation. The amount of money they put back for sports was minimal, and one of their limitations was funding not only for sports but also for transportation to support it.

Ms. Gutierrez saw some very important issues. If they did increase the availability of intramural sports, they did not want to lose some of the programs they had been able to put in place such as mentoring and clubs. The superintendent had given them four options, and she thought there were merits to several of those options. Some talked about continuing with the current intramural program but refining it to make it more consistent and more available and expanding some intramural programs to extramural activities. The fourth option was a modified interscholastic athletic program which would take care that they not lose what they had gained in the very valuable approach they had taken to the middle school environment.

Mr. Abrams thanked the officers for scheduling this today. He would be leaving shortly because today was his daughter's 17th birthday and her first pep rally. It was also her sister's first pep rally. One was a senior and one was a sophomore, and they were both cheerleaders, but the older daughter had been a middle school cheerleader. He recalled in one of the discussions he had had with the superintendent prior to the last budget when he Mr. Abrams had stated that his number one priority was restoration of middle school sports, and it still was. In looking at the options in the paper, he would describe the fourth option as the politically correct version of restoration of interscholastic sports. He would like the superintendent to include an option five which would reinstate the previous interscholastic sports program. He could not say it any better than Lew Jones said it. The value of interscholastic sports at the middle school did not

require a tradeoff between academic funds and sports funds. This used to be where they found their conflict resolution funds. He would argue this was where they used to find their school security funds because when students had outlets they had a lot less time to get in trouble. He remarked that it was nice to talk about theory, but they used to live in a lot safer society. They used to have a lot of supports that made the society work better, and until they showed him something new worked better than something old, he wanted back what used to work. He was curious to see if all the new block grant money under the crime bill did not have some potential applicability to the MCPS for retention of this program.

*Mr. Abrams left the meeting at this point.

Mrs. Gordon stated that she would agree with Mr. Jones. One of her daughters participated in interscholastic sports at the mid level and the other had not. As she read the report, there were concerns, but she did not see anything that was really in direct opposition to interscholastic sports of some kind. There was always the problem of increased competition in a very competitive world; however, it would be up to those who implemented the program to de-emphasize the competition and emphasize the more positive things such as a commitment to an activity and team work.

Mrs. Gordon said she kept hearing about activity buses, and when her daughter participated in cross country and track and field, there were no activity buses for the students. There was an increased participation by parents and staff members in transporting those students. It was an opportunity for parents to be involved in a positive way and to get to know each other, staff, and students. She would like to see interscholastic sports reinstated. They did have to keep in mind the total child and their middle school policy. She hoped that as they moved forward on this that they look at the experiences they were able to provide for students and take into consideration the comments made about accentuating those activities that supported the student as a total student. She fully supported reinstating interscholastic sports.

Mr. Ewing stated that he did not know with whom he agreed because all he had heard was a series of anecdotes which were not convincing in themselves and not a basis for making sound decisions about this matter. They did not know what research evidence there was that connected interscholastic sports for middle school students with the development of positive attitudes that led to success academically and in life. He was very much in agreement with Mr. Shea about the practical problems. If they instituted interscholastic athletics at the middle school and they did not provide enough money, he thought they would have real problems. They had problems now with intramural sports

because they did not have the money for it. Mr. Ewing pointed out that they had to remember that their first purpose was education, and while it was true that sports provided educational opportunities of a broader sort, their first priority was academic achievement. If there were only so much money, he had a lot of other priorities before interscholastic sports. He suspected that most middle school principals did as well. He thought the priorities needed to be carefully considered before making any commitment to do much more than the very good recommendation by MCCPTA. He suggested that they hear from Mr. Walter Lange, MCCPTA.

Mr. Lange commented that in preparation for this meeting he did some investigation amongst the community and heard many of the same comments the Board and principals had heard. Overwhelmingly there was a strong interest in athletics and a resounding "yes" to the question of interscholastic athletics. Then when they were asked what they wanted to give up, they did not offer any suggestions. MCCPTA's position was for athletics with a very strong and pro-active intramural program. Unfortunately the intramural program was not being implemented uniformly. Some schools did very well and others had limited participation perhaps because of limited dedication on the part of the coordinators. He knew there were end-of-the-year reports on intramural, and he had asked whether there was a benchmark for comparison. However, there was not a benchmark; and he believed this was a serious deficiency. He thought there was agreement about the wonderful things afforded by athletics, but they had to keep in mind that there was a tremendous need for broad participation of all children. An overemphasis on interscholastics left out many students. Perhaps five to ten percent of the students would be able to participate. The Living Messages report suggested that intramural programs should be emphasized so that each students would have a chance to achieve regardless of physical development.

Dr. Cheung appreciated Mr. Lange's comments. He noted that they were in the business of education, but they were developing both the bodies and minds of their children. Therefore, sports were important to every child. Now they were talking about interscholastic sports helping children in terms of teamwork, leadership, participation, personal and group responsibility, cooperation, and positive character traits. Dr. Cheung thought they needed to do that. He wondered if those traits could only be achieved in interscholastic sports or if those could be equally achieved in intramural sports. He asked whether every child would have an opportunity to participate and be exposed to those traits. They had to define the benefits of a sports program at the mid level and look at whether intramural or interscholastic would meet those. Then they could worry about the resources to do this and what they needed to do to assure success for every student. He had also looked at extramural

sports activities, and he thought the competition was at times more important to the parents than the students. He was concerned about professional sports which had become entertainment, and he wondered if this kind of behavior would diffuse into the high schools and now to the mid level. He was not against interscholastic sports, but he would like to know the good attributes and characteristics they were trying to build at the mid level. He thought that they might look at building the intramural program and then have some selective interscholastic sports.

Ms. Converse shared a lot of the feelings expressed around the table. This was broad-based, and there was not enough time to go into all the factors in depth. She had participated in the junior high school interscholastic program, and she was sorry her younger sisters would not have this opportunity. She wanted to speak to the concern that interscholastic sports had exclusionary tryouts which created levels of anxiety. She had tried out for a team where she was unfamiliar with the equipment and rules. She was nervous, but in junior high school there were not a lot of over-confident students and students more often than not expected the possibility of rejection. The fact that students confronted that fear spoke to the confidence that could be gained from this type of activity. She did not make the team that year, but the coach invited her to be part of the team in practices and to learn from that experience. She thought that if they were designing interscholastic sports for the mid-level they could address this by having a secondary roster where students would be allowed to come, help, watch, and participate.

As far as the exclusion issue, Ms. Converse reported that she had been part of the poms. One of the reasons they were concerned about poms and cheerleaders was these groups ended up being more competitive within the team than interscholastics. She had personally learned from this experience when she got to high school. If they looked at case histories of drug abusers and suicides on the high school level, these students were very unhappy with themselves and did not know their true friends. Some of the things they were talking about including exclusion and competition could actually end up as one of the most beneficial experiences a student could have in junior high school.

Ms. Converse had heard concerns about the time required by interscholastic sports which took students away from extra help after school. However, sports brought students closer to the administration and staff. Students were not comfortable with authority figures, and interacting with a staff member in an outside setting could change a student's attitude towards staff. Staff were frequently available before and after practice to help students. They heard about the resources needed for interscholastic sports, and she believed that parents would be

more than willing to provide transportation if their children had interscholastic sports. Her tennis team did not have a bus, and they got to all their matches through parent support. She was definitely in support of an interscholastic program because there were aspects of interscholastic sports that intramurals could not provide.

In terms of context, Mrs. Fanconi felt they wanted this to be a discussion of whether or not they wanted to restore the program not from a budgetary standpoint but from a programmatic standpoint. They had to look at what students needed. She was disappointed that the Board candidates were not present because they could have gotten a lot out of this discussion, and she hoped this discussion would be covered by the press.

Mrs. Fanconi recalled that when they made this decision they had choices to make. To say the Board was against athletics was probably not a good statement. They had cut a total of \$145 million out over the last four years, and at the same time they had grown by 15,000 students. They had to provide a tremendous number of services, and she thought the community wanted the schools to provide everything. At the time the decision was made, they had hoped the community would come in to make up those deficits. In Montgomery County they had more parents in the workforce than in many communities. It was approaching 80 percent of mothers in the workforce in addition to the fathers. While some schools had volunteers, others did not. MCPS had to provide a program that did not present barriers. They needed the participation of all students, whether their parents were able to be there after-school or were involved in the workforce.

Mrs. Fanconi said that another issue was the availability of gyms. They had a shortage of gyms and fields in the county. They had cut back on the number of gyms being built, and there had to be a commitment on the part of the voters to provide the resources and facilities. She would not be on the Board when this decision came before it, but if she were she had other priorities such as all-day kindergarten, the bus window, the bilingual assessment team, training funds, and teacher specialists.

Mrs. Fanconi asked someone to address the pom pon and cheerleader recommendation in the report that these activities were not appropriate for middle schools. Mr. Shea replied that this is an intense issue. Its intensity grew as students were selected, and this heightened the competition between and among students. This was greater than a tryout for a sports teams. These programs created tremendous anxiety in students. Mrs. Fanconi said this was another example of why simple solutions to complex problems were not wise. She was the parent of a child in pom pons. There was a lot of pressure, but her daughter learned a sense of commitment, the need to show up on time, and the necessity of

being prepared. She had an obligation to the team and did not want to let them down and daily exercise was now a part of her life, and Mrs. Fanconi thought these were good skills. She asked the Board to remember when they were looking at sports that there were children who did not want to get involved in athletics but needed an activity that would show them the benefits of working out. She thanked the staff for the report and their discussion.

RESOLUTION NO. 626-94 Re: SUBCOMMITTEE ON LONG-RANGE PLANNING

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

Resolved, That the Board of Education establish a subcommittee on long-range planning to review issues and to make recommendations to the Board.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Mrs. Brenneman reported that she began teaching today at Montgomery College. She had raised concerns about what she had seen and what worried her. She had three very full classes in remedial reading, and most of the students came from MCPS. This was a concern because so many children were coming out of elementary schools without being able to read adequately. Not one of her students indicated that they liked to read. She realized they had a promotion policy that she supported, but she thought they needed to make reading a top priority. If they were going to have their promotion policy they should start looking at ways of putting funds into mentoring or smaller class sizes for reading groups so these students could learn how to read before they reached middle school. The Board talked about self esteem and students getting into trouble, but these college students could not comprehend paragraphs. This worried her.

2. Mr. Ewing stated that the Board had not talked about a report from the National Education Commission on Time and Learning entitled, "Prisoners of Time." He thought the Board should discuss this because it had some remarkably good recommendations. He said the report pointed out that the six-hour day and the 180 day year was a design flaw in American education. He raised this because as they thought about long-range planning the issue of time was important. It was clear that time plus better use of time would improve the academic performance of students. They were now looking at year-round school, and while he was in favor of year-round school he was not in favor of what was being considered. He thought they had to look at lengthening the school day, reorganizing the school day, and lengthening the school year. The United States spent 1,460 hours on core academic subjects, Japan 3,170, France 3,280, and Germany 3,528. This meant that over time if they did not change it, they would find more and more students would be enrolling in Mrs.

Brenneman's remedial reading classes. Mr. Ewing noted that Mr. Christopher Cross, president of the state Board of Education, had served as a member of this commission. Dr. Vance suggested that Mr. Cross and members of the Commission might be available to meet with the Board. He had found many of the arguments compelling on the organization of schools and length of the school day.

3. Ms. Converse asked for the Board's support to continue SMOBSAC. She asked that Mrs. Gemberling write a memo to principals requesting student nominations, and Mrs. Gemberling agreed to do this.

4. Mrs. Gordon noted that Board members had received a copy of the report of the Commission on Higher Education dealing with the restructuring of teacher education for the State of Maryland. On September 20, there would be an opportunity for public comments before the state Board. She asked that testimony be prepared for MCPS to ask some questions and make some comments on the report. She was concerned that the state would move forward without having input from any of the local education associations.

5. Mrs. Fanconi commented that she did not read until after she had been in the fourth grade. Her mother provided her with lots of books which got her interested in reading. When MCPS did their community service projects they should look at this idea. There might be some federal funds available for this project. She thought they needed a larger vision. She would like to have schools open from 7 a.m. to 7 p.m. so that they would be safe places for children to be and have lots of things for children to do. In terms of literacy, there were many programs MCPS could do in collaboration with other agencies including literacy vans that went in and worked with mothers in HOC housing. This would encourage the parent to be literate and to work with their children. They needed to look at community block grants, but they had not had the staff to do this.

RESOLUTION NO. 627-94 Re: CLOSED SESSION - SEPTEMBER 26, 1994

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on Monday, September 26, 1994, at 7:30 p.m. in closed session to discuss personnel matters,

matters protected from public disclosure by law, and other issues including consultation with counsel to obtain legal advice; and be it further

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

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

RESOLUTION NO. 628-94 Re: MINUTES OF JULY 25, 1994

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

Resolved, That the minutes of July 25, 1994, be approved.

Re: REPORT ON CLOSED SESSION - AUGUST
29, 1994

On July 25, 1994, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Monday, August 29, 1994, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Monday, August 29, 1994, from 9 a.m. to 10 a.m. and from 1 p.m. to 2:25 p.m. The meetings took place in room 120 of the Carver Educational Services Center, Rockville, Maryland.

Board members met to approve the personnel monthly report and confirmed their vote in open session. Board members discussed the timing of new teacher appointments and agreed to have a closed session discussion on this topic. The Board also requested a status report on the number of Asian American and Hispanics in the A&S pool of candidates. The Board voted to appoint the principal of Sligo MS and the principal of Fields Road ES. They also approved the appointment of the director of the Division of Administrative Analysis and Audits and confirmed these votes in open session. Mrs. Fanconi asked staff to look at the possibility of having a policy on the length of time people were in acting appointments. The Board reviewed the legal services report and asked that a closed session discussion be held on the process for special education settlements.

Board members received an update on the status of the purchase of the Kay tract. The Board also reviewed a recommended action to

respond to the State of Maryland's decision regarding non-eligibility of bus attendants.

Board members had lunch with representatives of the American Indian community. The Board reviewed the following Decisions and Orders: T-1994-4, -5, -6, -7, -8, -9, -10, -12, -3, -14, -16, -18, -19, -21, -22, -24, -25, -29, -32, and -37 and 1994-10, -11, and -15. They adjudicated T-1994-15, -17, -20, -23, -26, -27, and -31 and 1994-12.

In attendance at the closed session were Steve Abrams, Vaughn Arkie, Larry Bowers, Fran Brenneman, Alan Cheung, Wendy Converse, Blair Ewing, Carol Fanconi, Tom Fess, David Fischer, Phinnize Fisher, Kathy Gemberling, Bea Gordon, Zvi Greismann, Ana Sol Gutierrez, Carol Littlefield, Elfreda Massie, Madeline McElvene, Deanna Newman, Brian Porter, Phil Rohr, Mary Helen Smith, Lois Stoner, Roger Titus, Paul Vance, Bill Wilder, Mary Lou Wood, and Melissa Woods.

RESOLUTION NO. 629-94 Re: SAT SCORES AND LATINO STUDENTS

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

Resolved, That the Board of Education schedule a discussion/action item on the subject of possible MCPS initiatives in response to the decline in SAT scores of the Latino student population.

RESOLUTION NO. 630-94 Re: BOARD MEMBER SALARIES

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

Resolved, That the Board of Education request legislation to increase the salaries of Board members to \$15,750 and the president to \$17,250 which would take effect after the 1996 Board election.

Re: ANNOUNCEMENT

Mrs. Gordon announced that Mr. Abrams had signed the appeals before he left the meeting. Mrs. Brenneman temporarily left the meeting at this point and would sign when she returned.

RESOLUTION NO. 631-94 Re: BOE APPEAL NO. 1994-12

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-12.

RESOLUTION NO. 632-94 Re: BOE APPEAL NO. 1994-15

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1994-15.

Ms. Gutierrez temporarily left the meeting at this point and would sign when she returned.

RESOLUTION NO. 633-94 Re: BOE APPEAL NO. T-1994-17

On motion of Mrs. Gordon 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. T-1994-17.

RESOLUTION NO. 634-94 Re: BOE APPEAL NO. T-1994-20

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

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

RESOLUTION NO. 635-94 Re: BOE APPEAL NO. T-1994-23

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

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

RESOLUTION NO. 636-94 Re: BOE APPEAL NO. T-1994-26

On motion of Mrs. Gordon seconded by Dr. Cheung, the following resolution was adopted with Mr. Abrams, Mrs. Brenneman, Dr. Cheung, Ms. Converse, Mrs. Fanconi, Mrs. Gordon, and Ms.

Gutierrez voting in the affirmative; Mr. Ewing voting in the negative:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-26.

Ms. Gutierrez rejoined the meeting at this point.

RESOLUTION NO. 637-94 Re: BOE APPEAL NO. T-1994-27

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-27.

Mrs. Brenneman rejoined the meeting at this point.

RESOLUTION NO. 638-94 Re: BOE APPEAL NO. T-1994-30

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-30.

RESOLUTION NO. 639-94 Re: BOE APPEAL NO. T-1994-31

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-31.

RESOLUTION NO. 640-94 Re: BOE APPEAL NO. T-1994-33

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-33.

RESOLUTION NO. 641-94 Re: BOE APPEAL NO. T-1994-34

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1994-34.

RESOLUTION NO. 642-94 Re: QUESTION B ON THE NOVEMBER BALLOT

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

WHEREAS, In November 1990 the voters of Montgomery County approved Question F, which requires a spending affordability process for the capital and operating budgets; and

WHEREAS, It was determined that the definition of "aggregate operating budget" in the spending affordability procedures included grant funds from federal, state and private sources; and

WHEREAS, The Board of Education has requested that grant funds be excluded from the definition of aggregate operating budget; and

WHEREAS, The County Council has agreed to include on the November 1994 ballot Question B which will amend Section 305 of the County Charter so that the definition of aggregate operating budget excludes any grant from a source other than the County government; now therefore be it

Resolved, That the Board of Education endorses the proposed amendment to Section 305 of the Montgomery County Charter that amends the definition of aggregate operating budget to exclude grant funds from a source other than the County government.

Re: EXPANSION OF THE BOARD OF EDUCATION

Ms. Converse moved and Ms. Gutierrez seconded the following:

Resolved, That the Board of Education support a change in the law to expand the Montgomery County Board of Education to eight adult members and one student member.

RESOLUTION NO. 643-94 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON THE EXPANSION OF THE
BOARD OF EDUCATION

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

Resolved, That the proposed resolution on the expansion of the Board of Education be amended to stated that the new Board member would be at large.

RESOLUTION NO. 644-94 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON THE EXPANSION OF THE
BOARD OF EDUCATION

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

Resolved, That the proposed resolution on the expansion of the Board of Education be amended to add that this would take effect with the 1996 election when two members would be elected by district and two at large.

RESOLUTION NO. 645-94 Re: EXPANSION OF THE BOARD OF EDUCATION

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

Resolved, That the Board of Education support a change in the law to expand the Montgomery County Board of Education to eight adult members and one student member; and be it further

Resolved, That the additional Board member would be elected at large and that this would take effect with the 1996 election when two members would be elected by district and two at large.

Re: NEW BUSINESS

The following items of new business were introduced:

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

Resolved, That the Board of Education schedule time to consider a change in the language in the charge to the Mental Health Advisory Committee from "monitoring" to "advising" the Board on policies and actions.

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

Resolved, That the Board of Education schedule time in the context of its long-range initiative as well as in the context of the analysis of year-round school to discuss the report of the National Education Commission on Time and Learning, entitled, "Prisoners of Time," and this be accompanied by an invitation to Mr. Christopher Cross, president of the State Board of Education and a member of that Commission, and such other members of the Commission as might be available to discuss the report with the Board.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Global Access Status Report
3. Construction Progress Report

RESOLUTION NO. 646-94 Re: ADJOURNMENT

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 adjourn its meeting at 6:15 p.m.

PRESIDENT

SECRETARY

PLV:mlw