

APPROVED  
22-1995

Rockville, Maryland  
April 24, 1995

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, April 24, 1995, at 8 p.m.

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

Absent: Ms. Wendy Converse

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

Re: ANNOUNCEMENT

Mrs. Gordon announced that Mr. Felton would be joining the meeting shortly.

RESOLUTION NO. 288-95 Re: BOARD AGENDA - APRIL 24, 1995

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

Resolved, That the Board of Education approve its agenda for April 24, 1995, with the Operating Budget Impact Statement to be considered immediately after Public Comments.

RESOLUTION NO. 289-95 Re: ASIAN PACIFIC AMERICAN HERITAGE MONTH

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

WHEREAS, In 1990, the traditional celebration of Asian Pacific American Heritage Week by presidential proclamation was extended to a month-long observance, proclaiming the month of May as Asian Pacific American Heritage Month; and

WHEREAS, The purpose of this month is to recognize Americans of Asian Pacific descent and their continued and invaluable contributions to this county; and

WHEREAS, The heritage of Asian Pacific Americans enhances the diversity and richness of the student body and staff of the Montgomery County Public Schools; and

WHEREAS, Asian Pacific American students and staff contribute to the success of the Montgomery Public Schools through their participation in all aspects of education; now therefore be it

Resolved, That on behalf of the superintendent, staff, and students of the Montgomery County Public Schools, the members of the Board of Education hereby declare the month of May 1995 to be observed in Montgomery County Public Schools as "Asian Pacific American Heritage Month."

\*Mr. Felton joined the meeting at this point.

RESOLUTION NO. 290-95                      Re:    PUBLIC SERVICE RECOGNITION WEEK,  
MAY 1-7, 1995

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

WHEREAS, Nationally, over 20 million public service employees work for school systems, municipal government, state and county government, and national government; and

WHEREAS, These 20 million individuals make government work and provide the education, law enforcement, fire protection, and a myriad of other services so that Americans can live in a free, safe, and orderly environment; and

WHEREAS, Too often these public servants are unrecognized and unappreciated, and the general public forgets how much these people contribute to their daily lives and take for granted the services rendered by public servants; and

WHEREAS, The Montgomery County public school system is fortunate in having an outstanding group of over 14,000 of the very best public service employees who deserve to be recognized for their efforts; and

WHEREAS, National Public Service Recognition Week will be celebrated during the week of May 1-7, 1995; now therefore be it

Resolved, That the superintendent of schools and members of the Board of Education hereby declare May 1-7, 1995, to be National Public Service Recognition Week in the Montgomery County Public Schools; and be it further

Resolved, That on behalf of the children and parents in the Montgomery County Public Schools, the superintendent and members of the Board extend their appreciation to the over 14,000 public service employees in MCPS for their efforts in providing a quality education to over 117,000 students.

Re:    PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Phyllis Parks-Robinson, MCEA
2. Karen Mikkelsen
3. Brent Mendelson, Montgomery County Republican Central

## Committee

RESOLUTION NO. 291-95            Re:    IMPACT STATEMENT ON COUNTY  
EXECUTIVE'S OPERATING BUDGET  
RECOMMENDATIONS

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

WHEREAS, During the next five weeks the County Council will deliberate on the Board of Education's FY 1996 Operating Budget; and

WHEREAS, To assist with this task, the Board agreed to provide the County Council with the potential impact of the county executive's 2.4 percent across-the-board categorical denials; and

WHEREAS, Board members were polled by telephone to receive their views on the impact statement so that the statement could be delivered to the County Council prior to April 24, 1995; now therefore be it

Resolved, That the members of the Board of Education hereby confirm the submission of the Board's impact statement on the county executive's operating budget recommendations.

RESOLUTION NO. 292-95            Re:    APPROVAL OF MODERN FOREIGN  
LANGUAGES, LEVELS 1-3

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

WHEREAS, The public school laws of Maryland specify that the county superintendent shall prepare courses of study and recommend them for adoption by the county Board (The Annotated Code of the Public General Laws of Maryland, Education [Volume], Sec. 4-205); and

WHEREAS, The public school laws of Maryland also state that the county Board, on the written recommendation of the county superintendent, shall establish courses of study for the schools under its jurisdiction (Ibid., Sec. 4-110); and

WHEREAS, The Program of Studies is the document that contains all the prescribed curriculum elements, including instructional objectives, of all Montgomery County Public Schools curriculum programs and courses (Montgomery County Public Schools Regulation IFB-RA, Development and Approval of Curriculum and Supporting Materials); and

WHEREAS, Excellence in curriculum can be maintained only by continuing attention to the need for curriculum change; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of Modern Foreign Languages, Levels 1-3; and

WHEREAS, The superintendent recommends that the Board approve these courses; now therefore be it

Resolved, That the Board of Education approve Modern Foreign Languages, Levels 1-3, for publication in the Program of Studies as part of the Montgomery County Public Schools curriculum to become effective in the 1995-96 school year.

RESOLUTION NO. 293-95            Re:    ACCEPTANCE OF CENTRAL PRODUCTION FACILITY

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

Resolved, That having been duly inspected on April 21, 1995, the new Central Production Facility now be formally accepted; and be it further

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

RESOLUTION NO. 294-95            Re:    ARCHITECTURAL APPOINTMENT - GALWAY ELEMENTARY SCHOOL GYMNASIUM ADDITION

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases of the gymnasium addition to Galway Elementary School; and

WHEREAS, Funds for architectural planning have been requested as part of the FY 1996 Capital Budget; and

WHEREAS, The Architect Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Architecture, Inc., as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Architecture, Inc., to provide professional architectural services for the gymnasium addition to Galway Elementary School for a fee of \$70,165, which is 8.5 percent of the construction budget, contingent upon County Council approval of the FY 1996-2001 Capital Improvements Program.

RESOLUTION NO. 295-95

Re: ASBESTOS REMOVAL - ALBERT EINSTEIN  
HIGH SCHOOL

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

WHEREAS, The following bids were received on April 13, 1995, for removal of asbestos-containing material associated with the modernization of Albert Einstein High School, in accordance with plans and specifications prepared by the Department of Facilities Management, with work to begin July 1 and be completed on or before September 1, 1995:

<u>Bidder</u>	<u>Amount</u>
1. National Service Cleaning Environmental	\$377,000
2. ARC Asbestos Removal Company of Maryland	388,000
3. USA Remediation Services, Inc.	427,000
4. Potomac Abatement, Inc.	487,200
5. G&B Environmental, Inc.	487,945
6. Barco Enterprises, Inc.	499,900
7. Asbestos Environmental Services of MD, Inc.	610,000
8. LVI Environmental Services, Inc.	645,430
9. Southern Insulation, Inc.	725,000

and

WHEREAS, National Service Cleaning Environmental has completed similar work successfully for other jurisdictions, including the University of Wisconsin, University of Michigan, and the Pennsylvania Power and Light Company; and

WHEREAS, The low bid is below the staff estimate of \$500,000, and funds are available to award the contract; now therefore be it

Resolved, That a \$377,000 contract be awarded to National Service Cleaning Environmental for removal of asbestos-containing material at Albert Einstein High School.

RESOLUTION NO. 296-95

Re: RUNNING TRACK RESURFACING -  
WATKINS MILL AND WINSTON CHURCHILL  
HIGH SCHOOLS

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

WHEREAS, The annual contract to resurface high school running tracks contains provisions that allow the Board of Education to extend the contract at the previous year's bid prices; and

WHEREAS, The vendor has agreed to extend the contract at the previous year's prices; and



WHEREAS, The Board of Education has been unable to contract with the owner of the property for the voluntary purchase thereof, in spite of attempts to do so; now therefore be it

Resolved, That the Board of Education find and determine that a public necessity exists for the acquisition of the 41-acre portion of the Casey/Goshen Tract for construction for a new middle school, plus such additional land as may be needed for access; and be it further

Resolved, That attorneys for the Board of Education are hereby authorized to commence condemnation proceedings for the acquisition of the property in the Circuit Court for Montgomery County.

RESOLUTION NO. 299-95            Re:    FY 1995 CATEGORICAL TRANSFER WITHIN  
THE PROVISION FOR FUTURE  
SUPPORTED PROJECTS

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

Resolved, That the superintendent of schools be authorized to effect a categorical transfer of \$310,000 within the FY 1995 Provision for Future Supported Projects, in accordance with the County Council provision for transfers, in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
1 Administration	\$310,000	\$
2 Instructional Salaries		200,000
3 Other Instructional Costs		95,000
10 Fixed Charges            _____	<u>15,000</u>	
Total	\$310,000	\$310,000

and be it further

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

RESOLUTION NO. 300-95            Re:    UTILIZATION OF FY 1995 FUTURE  
SUPPORTED PROJECT FUNDS FOR  
PROJECT MEET

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mr. Felton, 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 \$5,220 from the Maryland State Department of Education, under the federal Stewart B. McKinney Homeless Assistance Act, for Project MEET (Mentoring, Educating, and Employability Training) for homeless adults, in the following categories:

<u>Category</u>	<u>Amount</u>
-----------------	---------------

2 Instructional Salaries		\$4,324
3 Other Instructional Costs		550
10 Fixed Charges	<u>346</u>	
Total		\$5,220

and be it further

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

RESOLUTION NO. 301-95      Re:    UTILIZATION OF 1995 FUTURE  
SUPPORTED PROJECT FUNDS FOR A  
PILOT PROJECT TO PROVIDE EARLY  
INTERVENTION SERVICES FOR CHILDREN  
WITH AUTISM

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mr. Felton, 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 \$30,000 from the Maryland Office for Children, Youth and Families, Maryland Infants and Toddlers Program, under the federal Individuals With Disabilities Education Act, for a pilot project to provide early intervention services for young children with autism, in the following categories:

<u>Category</u>	<u>Amount</u>
4 Special Education	\$30,000

and be it further

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

RESOLUTION NO. 302-95      Re:    UTILIZATION OF FY 1995 FUTURE  
SUPPORTED PROJECT FUNDS FOR THE  
EISENHOWER SPECIAL PROJECTS IN  
SCIENCE AND MATHEMATICS

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Mr. Felton, 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 \$315,594 from the Maryland State Department of Education, under the federal Dwight D. Eisenhower Mathematics and Science Education Act, Title II, to provide training to improve the mathematics and science backgrounds and teaching methods of elementary and secondary teachers, in the following categories:



<u>Category</u>		<u>Amount</u>
2 Instructional Salaries		\$177,776
3 Other Instructional Costs		123,605
10 Fixed Charges	<u>14,213</u>	
Total		\$315,594

and be it further

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

RESOLUTION NO. 303-95          Re:    MONTHLY PERSONNEL REPORT

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

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

RESOLUTION NO. 304-95          Re:    EXTENSION OF SICK LEAVE

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

WHEREAS, The employees listed below have suffered serious illness; and

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

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

<u>Name</u>	<u>Position and Location</u>	<u>No. of Days</u>
Horning, Ann S.	Kindergarten Teacher Long-term Leave from Cloverly ES	20
Williams, Marietta	School Registrar Winston Churchill HS	30



RESOLUTION NO. 307-95      Re:    DEATH OF MR. EDGAR E. QUINTO, WATER  
TREATMENT TECHNICIAN, DIVISION OF  
MAINTENANCE

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

WHEREAS, The death on March 16, 1995, of Mr. Edgar E. Quinto, water treatment technician in the Division of Maintenance, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Quinto was a member of the Division of Maintenance for more than five years and was recognized for his excellent technical skills; and

WHEREAS, Mr. Quinto's prompt response and reliable service were commendable and appreciated; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Edgar E. Quinto and extend deepest sympathy to his family; and be it further

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

RESOLUTION NO. 308-95      Re:    DEATH OF MR. JERRY L. AXLINE, BOILER  
MECHANIC I IN THE DIVISION OF  
MAINTENANCE

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

WHEREAS, The death on April 1, 1995, of Mr. Jerry L. Axline, boiler mechanic 1 in the Division of Maintenance, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Axline was a member of the Division of Maintenance for more than 23 years and was recognized for his excellent technical skills; and

WHEREAS, Mr. Axline's prompt response and reliable service were commendable and appreciated; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Jerry L. Axline and extend deepest sympathy to his family; and be it further

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

Re:    STAFF RESPONSE TO GROUPING  
PRACTICES REPORT

Dr. Joseph Villani, associate superintendent, introduced the co-chairs of the committee, Mrs. Vera Torrence and Mr. Robert Wassman, as well as Dr. Cindy Sullivan, director of

the Department of Academic Programs. Dr. Villani expressed his appreciation to the entire committee for their work on the grouping practices report. Staff found the report of the committee to be a very useful tool for both school-based and program support staff. The report was a resource which provided seven focused recommendations and the rationale for each recommendation. The recommendations gave teachers, principals, and other educational leaders, guidance and direction in instructional and program planning. Staff supported each recommendation and were now working to integrate them into their training and planning activities. For example, the Office of School Administration would look at grouping practices when they reviewed each school's management plan.

Dr. Villani indicated that the policy implications in the recommendations would be looked at as each of the policies addressed in the report came up during the normal review process. The committee members were in the audience to answer questions from Board members.

Mr. Felton noted that the fourth recommendation stated that schools should eliminate grouping practices that lead to and result in long-term, unintentional tracking. The response talked about the School Improvement Training Unit having designed and delivered specific training to assist the schools. He inquired about the impact of that training. Dr. Villani replied that schools had requested training on strategies for grouping and scheduling that provided flexibility and moved away from tracking. They had provided that training, and he would be pleased to provide more specific information on how many schools had taken part. They expected to see more of this as school developed their plans for next year. For example, in the middle schools that had worked on a variety of organizational practices, and they expected the impact of that to show up in next year's scheduling practices.

Mr. Felton said that it was not clear under the staff response to the fifth recommendation how schools would develop a plan for grouping. Dr. Villani explained that this was the planning being done with the directors and the principals in the school improvement management planning process. Every school would develop its plan for organization for the next year. The plan was based upon a review of the data relating to student performance and spoke to how the program would be organized and delivered to address the weaknesses and needs. Parents should be able to go to a school and ask to see the school improvement plan to see activities planned to implement the objectives. The committee had suggested that part of that plan should address grouping practices.

Ms. Gutierrez stated that it was not clear to her if a parent would be able to see if there were a certain practice that should be changed in that school. She asked about who looked to see if what a local school was doing had the characteristics they were recommending. What were the kind of indicators they would look for? How did they assess whether what they had put in place was providing them with the results they wanted? She thought she would see more about using the SIMS database to help them understand how the practice of grouping was occurring in a certain school and whether or not it was occurring in a positive manner.

Dr. Sullivan replied that they did not specifically enumerate whether they would use SIMS data or CRT data or MSPAP data. This was all considered in the school improvement management plan. In a building they would expect to see instruction geared to meet the needs of the whole range of students. This instruction would occur

in classes that were homogeneously grouped or classes that were heterogeneously grouped. Some classes might be cluster grouped or doubled periods. This flexibility was the kind of instructional practice they were trying to promote because no student learned each discipline, each day, in the same configuration. Assessment was built into the whole curriculum delivery. It was summative and formative and went on at all times. There were many models of what those classrooms should look like based on the needs of the students in the school.

Dr. Vance asked Dr. Phinnize Fisher, associate superintendent, to address the issue of accountability and local school decision making. Dr. Fisher reported that they had not gone into the use of SIMS in terms of local school decision making. The directors used the school improvement management plan which had been updated to include types of groupings that could be used for different needs. Principals could be very specific or talk about the entire school. The principals would look at the overall grade level, general needs, and maturity levels. The directors looked at the hard data generated by SIMS and then they looked at the soft data. In March they started meeting with principals about how to plan for next year. At the end of the first marking period, they looked to see whether or not there had been growth. If there had not been growth, they investigated the "why" and looked at changes such as grouping or delivery strategies.

Dr. Fisher indicated that the directors worked with individual school principals, school teams, and parent teams as necessary. They determined how the school should be designed for the delivery of instruction. It could not be the same in every school or the same within a school at every grade level. This was not an easy task, but as educators they embraced this because they were looking for educational outcomes.

Ms. Gutierrez asked if there were things they absolutely did not want to see. These might be immediate indicators that they needed to change either the configuration of that class or that group of classes. In other words, did they have indicators to say that here was the negative practice of tracking. Dr. Fisher replied that this was what they attempted to do in writing an assessment of grouping. It was almost a self assessment before they put the group together. It was a checklist, and if they had a "yes" to certain questions, they knew they had to go back and revisit the group. For example, they might have to go to OIPD for additional specialists in the area of the grouping to decide what was really needed. Dr. Villani called attention to the list of self-study questions in the report which the committee recommended that schools use as they examined their grouping practices.

Mr. Ewing stated that the committee made a series of recommendations that focus on what ought to be done. He thought that implicit in that were some assumptions about what they were or were not doing; however, he did not have a clear view of whether or not they thought they were in fact engaged in tracking or were doing a reasonable amount of grouping. He wondered whether they had a long way to go or a short way to go. Finally, he did not have a really good idea about what sort of training teachers needed in order to group in accord with the recommendations in the report.

Dr. Villani reported that the committee had done research as part of its work. It was not the charge of the committee to do an assessment of the status of grouping in the school system but to look at what should be done with grouping. However, the committee had made an effort to try and determine what current practice was.

Mrs. Torrence indicated that they had visited 23 schools and had asked the same questions in each school. They sent a questionnaire to teachers to ask their perception of grouping. They also talked with students, and they sent out a parent questionnaire. Mr. Wassman added that one key question they asked was "were there any grouping practices in your school that denied students opportunity?" The response to this in some cases was in the affirmative. The committee wanted to eliminate that situation entirely. However, they had not done a comprehensive review of every school.

In regard to teacher training, Mr. Wassman stated that there was a general feeling that teachers needed more help. The committee was recommending the grouping practices be included in other training. Mrs. Torrence commented that some teachers were very comfortable with grouping, and if anything they needed a validation that what they were doing was in fact okay. For some reason, some teachers thought it was not okay to group. It depended on the teacher and the school and how much staff development had been done there as well as the previous experience of the teacher. Dr. Sullivan added that they continued to provide on-going staff training in grouping practices and differentiation.

Dr. Fisher remarked that they had to agree on the definition of a group. They could provide direct instruction to a total class, but it could be individualized work. In other cases, they provided the training to the principals so that they knew that a group could range from one to thirty based on what was being taught at the time and what differentiation they were looking for. Direct instruction of a total class could be very productive, but after they taught the general concept they divided into groups.

Mr. Ewing inquired about the educational theory that underpinned the notion of heterogenous groups. He understood the social issue because they did not want to isolate children in homogenous groups and engage in tracking. However, it was not clear why a heterogenous group was educationally better.

Dr. Villani replied that heterogenous grouping in and of itself was not better. As a practice combined with other grouping practices, it provided students with several different ways to learn something. They would not propose that all students ought to be in heterogenous classes all the time. The middle school policy and the recommendations of the work group were that they needed a variety of flexible grouping practices so that students would be moved among groups. The teacher would make diagnoses and would construct the work groups for learning in the classroom. This gave students an opportunity to learn with their intellectual peers sometimes and with a range of intellectual prowess. This provided students with an opportunity for discovery, for sharing with each other, for an opportunity to tutor, or an opportunity to be tutored.

Mrs. Torrence stated that instruction was dynamic, and the learner changed over a period of time. No matter how homogenous they would try to make a group, there were individuals with different needs and modalities for learning. Therefore, children changed, and the groups had to be modified. Mr. Wassman added they were challenged by how they identified students and by which intelligence they were measuring. They did not want to lock students in or out of any group. They wanted to maintain the flexibility and the challenge in every group for the students. Heterogenous grouping did not eliminate the idea of a homogenous group within a class. Mrs. Torrence commented that it was not heterogenous versus homogenous. It was the

best instructional grouping that would work for that particular time for that group of students.

Mr. Ewing explained that what he was searching for was any really hard evidence about what worked and what did not work. He was dubious of arguments that said there were no ways of measuring ability and performance. Some arguing for heterogenous grouping also combined it with an argument that tended to oppose relying on measures of ability. He was interested in whatever research might exist that showed what it was that was most effective. He saw that the argument in favor of heterogenous grouping, the majority of the time, might not always have persuasive force when it came to students with extraordinary ability. Montgomery County acted on that premise in some of its programs. People asked how the grouping practices recommendations were consistent with magnet programs, and he did not know the answer. It was not clear to him whether these did fit together.

Dr. Cheung remarked that he enjoyed reading the report and recommendations. He had tried to look at it from the perspective of the student. The effort was to promote student learning in grouping practices. In order to organize the most optimal experiences for students in various groupings, this meant they had to individualize the learning for each child. If they did this, they had to have tools to make the diagnosis. They recognized that learning styles changed, and they had to have teachers with good diagnostic skills and the ability to monitor how the child changed. If they were going to do this, they needed an individual plan and documentation to monitor how the child progressed and changed. If a teacher had 20 or 25 students, it was difficult to see all the dynamic changes in individual students. He asked how they could monitor this so a child did not get lost.

Dr. Fisher commented that staff used SIMS because it covered individual students and had the ability to add additional fields. They could roll over basic information about students from one year to the next. SIMS helped with teams and grade levels when they were at the end of a particular unit. They could look at the results of teacher-made tests, ISM, and the end-of-unit information. They could see when there were some gaps with individual students. Computers had allowed them to see this versus having to go through cumulative folders to find out what was happening to an individual child. Mr. Wassman invited Board members to attend his team meetings. They addressed these concerns at least twice a week when they sat down with the teams to discuss individual students. They saw changes and pulled up the SIMS data because they did have a computer in their team meetings.

Dr. Sullivan reported that in the next few weeks the Department of Academic Programs would have access to SIMS data because they needed it to look at curriculum and how the curriculum was meeting the needs of students. They would be able to look at performance to see what kind of teacher training was needed. Dr. Cheung agreed it was important to have individual plans and a good record. He assumed that teachers had access to SIMS data and were familiar with it. It took skill to analyze the data, come up with a diagnosis, and prescribe an instructional plan. He believed that eventually each child would have an individualized learning plan based on all the other assessments. The teacher would be able to sit down with the parents and other teachers to describe the plan to maximize the learning style and ability of the child. During the year the plan would be monitored and adjusted. Dr. Villani commented that until they could put the tools in the hands of every teacher, it would be difficult to follow

through on the kind of quality work they wanted to do. At the elementary level there was a greater scarcity of the tools available to teachers.

Mrs. Gordon thanked the staff for their presentation and report.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Mrs. Gordon reported that she and Dr. Vance had attended a press conference during the afternoon. The governor was visiting Montgomery County to tell them that he was recommending to the Board of Public Works that they approve a \$20 million funding for school construction in Montgomery County. She thanked Board members, staff, and Sharon Friedman and the members of the Alliance. The Alliance lobbied in Annapolis for school construction funding with Montgomery County and other delegations.

2. Mrs. King indicated that the Board had received a letter from the Montgomery Village Foundation about a speeding school bus on Montgomery Village Avenue. Dr. Vance commented that this was the second letter they had received, and Mr. Bowers would follow through on this.

RESOLUTION NO. 309-95 Re: CLOSED SESSIONS - MAY 2 AND 9, 1995

On recommendation of the superintendent and on motion of Mr. Abrams seconded by Ms. Gutierrez, 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 closed session meeting on Tuesday, May 2, 1995, at 9 p.m. to discuss personnel matters; and be it further

Resolved, That this meeting be conducted at Judith A. Resnik Elementary School, Gaithersburg, 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 the Board of Education of Montgomery County hereby conduct a portion of its meeting on Tuesday, May 9, 1995, at 8:30 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 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 meetings shall continue in closed session until the completion of business.



Re: REPORT ON CLOSED SESSION - APRIL 11,  
1995

On March 27, 1995, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Tuesday, April 11, 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, April 11, 1995, from 9 a.m. to 10 a.m., from 1:15 p.m. to 2:10 p.m., and from 6:20 p.m. to 7:10 p.m. The meetings took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The members of the Board of Education discussed and approved settlement in a special education case. The vote was unanimous. The Board requested that an item of information be provided on April 24 or as soon thereafter as possible regarding the extended school year plan. The Board discussed a reply to Delegate Hurson regarding Montgomery Blair HS on the Kay tract. The Board also reviewed the quarterly equal employment opportunity report.

At noon, the Board gave staff approval to proceed with condemnation on a site for Gaithersburg MS #2. The Board voted unanimously to proceed and will confirm this vote in open session on April 24, 1995. The Board consulted with its attorney on the law and the county executive's FY 1996 Operating Budget denials. The Board agreed to take action on a new business item in open session to send a memo to the Council regarding the possible impact of the county executive's denials. The Board's attorney updated the members on various law suits.

Board members reviewed the following appeals: BOE Appeal No. 1994-37 and 1995-10. Members adjudicated BOE Appeal No. 1995-8.

At 6:20 p.m. Board members met with the superintendent to discuss his performance evaluation and the process to be followed.

In attendance at the closed sessions were Steve Abrams, Aggie Alvez, Larry Bowers, Ray Bryant, Alan Cheung, Wendy Converse, Blair Ewing, Reggie Felton, Tom Fess, David Fischer, Hi Fountain, Kathy Gemberling, Bea Gordon, Zvi Greismann, Ana Sol Gutierrez, Dick Hawes, Nancy King, Oliver Lancaster, Deanna Newman, Brian Porter, Roger Titus, Janice Turpin, Paul Vance, Bill Wilder, Mary Lou Wood, and Melissa Woods.

RESOLUTION NO. 310-95            Re:    MINUTES OF FEBRUARY 27, 1995

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

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

Ms. Gutierrez assumed the chair.

RESOLUTION NO. 311-95            Re:    MINUTES OF MARCH 15 AND 16, 1995

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

Resolved, That the minutes of March 15 and 16, 1995, be approved.

Mrs. Gordon assumed the chair.

RESOLUTION NO. 312-95            Re:    MINUTES OF MARCH 20, 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 minutes of March 20, 1995, be approved.

RESOLUTION NO. 313-95            Re:    REVIEW OF BOARD MEETING  
PROCEDURES

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

Resolved, That the Board of Education place on the agenda a review of Board proceedings in terms of how they might make their meetings more efficient.

Re:    CIRCUMSTANTIAL EXAM EXEMPTION FOR  
HIGH SCHOOL SENIORS

On April 11, 1995, Ms. Converse moved and Mr. Felton seconded the following:

Resolved, That the Board of Education schedule a discussion of the idea of a circumstantial exam exemption for high school seniors.

In view of the absence of Ms. Converse, Mrs. Gordon postponed this item to the next meeting.

RESOLUTION NO. 314-95            Re:    GRANT OF CREDIT FOR MIDDLE SCHOOL  
MATH AND REVIEW OF HIGH SCHOOL  
MATH OFFERINGS

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

Resolved, That the Board of Education schedule discussion and action on the following resolution:

Resolved, That the Board of Education request that the state Board of Education approve the granting of credit for high school graduation for those courses taken in middle school that are high school level courses; and be it further

Resolved, That the superintendent be asked to review for the Board, high school mathematics offerings for the purpose of determining whether

additional offerings might be needed to permit students to take added advanced courses within MCPS.

RESOLUTION NO. 315-95      Re:    IMPACT ON MCPS OF EXECUTIVE'S  
RECOMMENDATION TO CONTRACT FOR  
SOME SCHOOL HEALTH SERVICES

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

Resolved, That the Board schedule time for discussion/action on the following resolution:

Resolved, That the superintendent be asked to assess the probable impact on MCPS of the county executive's recommendations in his FY 1996 operating budget to contract for some school health services, for hearing/vision screening services, and Head Start health services; and be it further

Resolved, That the Board of Education, having heard from the superintendent, discuss whether it wishes to take a position and what position on these recommendations and findings and communicate its views, if any, to the Council and the county executive.

RESOLUTION NO. 316-95      Re:    REVIEW OF FACILITIES PLANNING POLICY

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

Resolved, That the Board of Education schedule discussion on the facilities planning policy to take a specific review of changes occasioned by the CIP, namely, the need to regularize our recommendations for CIP considerations and whether there was a need for a comprehensive review of boundaries in Montgomery County.

RESOLUTION NO. 317-95      Re:    BOE APPEAL NO. 1995-8

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-8, a tuition matter.

Re:    NEW BUSINESS

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

Resolved, That the Board of Education schedule a discussion at which the Montgomery County Planning Board would be invited to join the Board on the state of the implementation of the Adequate Public Facilities Law and its prospects for future implementation.

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

Resolved, That the completion of the next step in the consideration of action on the gifted and talented policy take place not later than July.

RESOLUTION NO. 318-95      Re:    ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 10:25 p.m.

---

PRESIDENT

---

SECRETARY

PLV:mlw