



April 25, 1994

RESOLUTION NO. 275-94      Re: PUBLIC SERVICE RECOGNITION WEEK,  
MAY 2-8, 1994

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

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 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 2-8, 1994; now therefore be it

Resolved, That the superintendent of schools and members of the Board of Education hereby declare May 2-8, 1994, 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 113,000 students.

RESOLUTION NO. 276-94      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:

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 County 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 1994 to be observed in MCPS as "Asian Pacific American Heritage Month."

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

- 1. Dawn Ellis, MCAASP
- 2. Debbie Redmond
- 3. Lynn Russell
- 4. Samantha Henig
- 5. Amalea Smirniotopoulos
- 6. Matt Price
- 7. Loretta Lechliden
- 8. Phyllis Delahoussaye
- 9. Claren Holmes, CARE
- 10. Marion Haupt, MCCSSE

RESOLUTION NO. 277-94 Re: UTILIZATION OF FY 1994 FUTURE SUPPORTED PROJECT FUNDS FOR HIV/AIDS PREVENTION EDUCATION

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1994 Provision for Future Supported Projects a grant award of \$6,052, from the federal Centers for Disease Control (CDC), through the Maryland State Department of Education (MSDE), for HIV/AIDS prevention education, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$ 4,944
3 Other Instructional Costs	712
10 Fixed Charges	396
Total	\$ 6,052

and be it further

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

RESOLUTION NO. 278-94      Re:    UTILIZATION OF FY 1994 FUTURE  
SUPPORTED PROJECT FUNDS FOR  
ENVIRONMENTAL STUDIES PROGRAMS

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

Resolved, That the superintendent of schools be authorized to receive within the FY 1994 Provision for Future Supported Projects two grant awards totaling \$6,307 from the Chesapeake Bay Trust for environmental studies programs; and be it further

Resolved, That the superintendent of schools be authorized to expend \$1,550 for an environmental studies program at Oakland Terrace Elementary School, in the following category:

<u>Category</u>	<u>Amount</u>
3 other Instructional Costs	<u>\$1,550</u>
Total	<u>\$1,550</u>

and be it further

Resolved, That the superintendent of schools be authorized to expend \$4,757 for an environmental studies program for the Outdoor Education Program, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$2,400
3 Other Instructional Costs	2,165
10 Fixed Charges	<u>192</u>
Total	<u>\$4,757</u>

and be it further

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



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Gerstung/Gym-Thing, Inc.	13,175		
Gill Sports Corporation	133		
Marty Gilman, Inc.	1,200		*
Goal Sporting Goods, Inc.	990		
Heartline Fitness Industries	174,072		
Leapro Sports Company, Inc.	1,207		
Louisville Badminton Supply	2,657		*
M-F Athletic Company	848		
Marlow Sports, Inc.	88,733		
McArthur Towels, Inc.	960		
Micro Bio-Medics, Inc.	2,686		
Montgomery Volleyball Association/ dba Off the Net	6,213		
Passon's Sports	92,571		
Rogers Athletic Company	925		
George Santelli, Inc.	6,637		*
School Health Corporation	400		
Sport Tapes, Inc.	8,366		
Sportime Select Service and Supplies	1,305		
Sportmaster/Recreation Equipment Unlimited	1,388		
Sports Imports, Inc.	1,526		
Sports USA-Jenco Enterprises	5,876		*
Taylor Associates	6,050		
Tiffin Athletic Mats, Inc.	11,538		*
Tomark Sports, Inc.	32,153		
Unique Sports Products, Inc.	783		
Universal Sports	788		
Total	\$ 617,131		

## 93-94 Computer Network Equipment for Schools and Offices

Awardees

Data Systems Marketing Corporation	\$ 912,247
Texel Corporation	31,461
Total	\$ 943,708

MORE THAN \$25,000 \$1,832,838

\* Denotes MFD vendors

For the record in regard to the computer network bid, Mr. Ewing asked for an explanation of what this almost \$1 million award to Data Systems would be used for. Staff indicated that this would be used for the new and modernized schools for this coming year plus the ones for FY 1995 if global access were funded. This was the main communication piece which could be thought of as a giant switch to keep the network going. For the record, Ms. Gutierrez said she was abstaining because she believed they should diversify a purchase whenever possible.

April 25, 1994

RESOLUTION NO. 281-94      Re:    AWARD OF CONTRACTS - DAMASCUS  
MIDDLE SCHOOL #2

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

WHEREAS, Sealed bids for various subcontracts for Damascus Middle School #2 were received on April 7, 12, and 14, 1994, in accordance with MCPS procurement practices, with work to begin in a sequence consistent with a predetermined critical path of key dates and be completed by August 1, 1995; and

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

WHEREAS, The low bidders have completed similar projects successfully; and

WHEREAS, The low bids are within the budget estimates, and sufficient funds are available to award the contracts; now therefore be it

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

<u>Low Bids</u>	<u>Amount</u>
<u>Carpentry</u>	
Hancock & Albanese	\$96,000
<u>Millwork</u>	
Hancock & Albanese	97,000
<u>Chalk &amp; Tack Boards</u>	
Steel Products	67,800
<u>Locker</u>	
Modern Door	154,948
<u>Food Services Equipment</u>	
Restaurant Equipment Sales	193,265
<u>Casework</u>	
Steel Products	484,900
<u>Plaster, Drywall &amp; Acoustical Ceilings</u>	
Can-Am Contractors	<u>293,950</u>
TOTAL	\$1,387,863









Resolved, That contracts be awarded to the low bidders meeting specifications for the projects and amounts listed below, contingent upon formal County Council approval of the FY95 Capital Improvements Program:

<u>Project</u>	<u>Amount</u>
<u>Public Address System and Call Back Switch Replacements</u> Cannon Road and Greenwood elementary schools, Herbert Hoover Middle School, and Damascus High School	
<b>Low Bidder:</b> Virginia Communications & Sound, Inc.	\$ 89,700.30
<u>Chiller and Cooling Tower Replacements</u> Bethesda-Chevy Chase High School	
<b>Low Bidder:</b> Interstate Service Co., Inc.	211,031.00
<u>Rooftop-Air Conditioning and Heating Unit Replacements</u> Belmont Elementary School	
<b>Low Bidder:</b> Arey, Inc.	46,046.00
<u>Chiller Replacement</u> Fallsmead Elementary School	
<b>Low Bidder:</b> Interstate Service Co., Inc.	58,265.00
<u>Boiler and Fuel Burner Replacements</u> Bells Mill Elementary School	
<b>Low Bidder:</b> Interstate Service Co., Inc.	64,870.00
DuFief Elementary School	
<b>Low Bidder:</b> G. W. Mechanical Contractors, Inc.	77,000.00
Luxmanor Elementary School	
<b>Low Bidder:</b> Interstate Service Co., Inc.	63,180.00
<u>Boiler, Fuel Burner, and Chiller Replacements</u> Greenwood Elementary School	
<b>Low Bidder:</b> G. W. Mechanical Contractors, Inc.	148,450.00
Shady Grove Maintenance Depot	
<b>Low Bidder:</b> M & M Welding & Fabricators, Inc.	<u>141,000.00</u>
TOTAL	\$899,542.30

RESOLUTION NO. 287-94

Re: LIGHTING IMPROVEMENTS IN VARIOUS  
SCHOOLS



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 MCPS curriculum programs and courses (MCPS 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 of schools with considering recommendations for curriculum change, has recommended approval of Advanced Placement Psychology 1 and 2; and

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

Resolved, That the Board of Education approve Advanced Placement Psychology 1 and 2 for publication in the Program of Studies as part of the MCPS curriculum to become effective in the 1994-95 school year.

RESOLUTION NO. 289-94 Re: MONTHLY PERSONNEL REPORT

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

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. 290-94 Re: EXTENSION OF SICK LEAVE

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

WHEREAS, The employee listed below has suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employee's 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>
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with staff, the public, and law enforcement agencies; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. James E. Liverman 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. Liverman's family.

RESOLUTION NO. 293-94      Re:    DEATH OF MR. MERL MARSH, BUILDING  
SERVICE WORKER ON LONG-TERM LEAVE  
FROM THE DIVISION OF SCHOOL PLANT  
OPERATIONS

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

WHEREAS, The death on March 21, 1994, of Mr. Merl Marsh, a building service worker on long-term leave from the Division of School Plant Operations who had been assigned to the Carver Educational Services Center, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Marsh's politeness, smile, many kindnesses, and willingness to help will be remembered by his fellow workers at the Carver Educational Services Center; and

WHEREAS, For more than 21 years, Mr. Marsh displayed quiet dignity and gentle strength that will be missed by his co-workers; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Merl Marsh 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. Marsh's family.

Re:    DISCUSSION OF SERVICES FOR STUDENTS  
WITH LIMITED ENGLISH PROFICIENCY

Dr. Vance introduced Dr. Joseph Villani, associate superintendent; Dr. Lucinda Sullivan, director of the Department of Academic Programs; Ms. Maria Malagón, director of ESOL/Bilingual Programs; Dr. John Larson, coordinator of evaluation, Department of Educational Accountability; and Mrs. Lois Stoner, legislative aide. He explained that this evening they would be updating the Board on this action area. He intended to create a task group which was on the second page of his memo to the Board.

Dr. Vance stated that there was a rising debate nationally on the education of students with very limited English proficiency. It appeared to him that, while this issue had serious educational implications, it was also becoming a civil rights issue. In that context, he began to look over what the county had done over the past decades and the extent to which they had been successful in educating youngsters with limited English proficiency. He had asked staff to be as exhaustive as possible in sharing information, historical, current, and future. In his mind, this was getting to be the primary public school education issue in the nation.

Dr. Villani commented that ESOL programs were a very high priority in the Office of Instruction and Program Development. Their emphasis had been to integrate ESOL into the total instructional program so that they were delivering instructional services as well as teaching students how to be students as well as teaching them the English language. The primary purpose of ESOL was to teach students English, but they also had the responsibility to socialize students into the American school system and to provide whatever supports were necessary to assist them in being successful in MCPS. This evening they would present an overview of activities since the last report in 1992, a brief update on legislation, a review of the data to get a picture of ESOL, and areas for further study.

Ms. Malagón recalled that in September 1992 they had made a presentation before the Board. Since then they had opened a new intensive English language center at Rockville HS which had been a tremendous success. The principal, staff, and students had welcomed them, and ESOL had provided training and continued to do so. What was exciting about this was they were now serving students in their attendance area which was one of their goals. METS had added one middle program this past year, and they would be adding another program in the fall. For some reason, they had experienced a large number of students needing METS at the middle school level.

The bilingual assessment team expansion had allowed them to eliminate the backlog. Making the positions 12 months would be critical for the summer when they could continue evaluating pre-schoolers and children who enrolled during the summer months. Although their counselors were terribly overloaded, they came up with a suggestion to develop and implement a program which would provide counseling as part of the intake at Rocking Horse Road Center. This came about as a result of sexual harassment and weapons policies, and they felt it was very important to get this information to the parents and the students before the children started school. This program would start in June.

Ms. Malagón reported that one of the most exciting things in the



Wheaton Cluster was the parent outreach program. Ana Downs had done a wonderful job of bringing parents in and holding informational meetings. Ms. Malagón thought this was a model they needed to look at. From an administrator's perspective, she had found it useful to be involved in all of the phases and activities of OIPD. All of the instructional specialists were involved in planning activities, and the next OIPD meeting would be on multiculturalism and she believed ESOL had a lot to offer.

Ms. Malagón stated that although they had made progress in a lot of areas, they continued to have concerns. She was delighted that the superintendent had proposed establishing a work group because it would give them an opportunity to look at some areas of concern.

Mrs. Stoner said that the Board was familiar with the ESOL legislation. This year the program was codified, and as of October 1, the legislation would go into effect provided the governor signed the bill. The definition of non- and limited-English proficient students was changed to conform with the federal definition in the 1988 Bilingual Education Act. Secondly, they were able to get the data collection date changed to May 15 rather than October 31. This conformed to the reporting requirements of the state. Thirdly, beginning in FY 1996 there would be at least \$500 per ESOL student in the budget. In FY 1995, the amount would be less, although \$4 million was put into the supplemental budgets. There were 12,076 LEP students which meant that in FY 1995 it would be \$331. MSDE was required to issue guidelines by October 1, 1994, the day the legislation went into effect. The bill required that the state funds would be spent for the LEP program, and reports of the expenditures must be sent to MSDE annually. The FY 1995 budget did not restrict the expenditure of those funds. This bill passed because added on to it was another program which targeted poverty grants based on the free and reduced lunch count.

Dr. Larson showed the Board some slides on ESOL enrollment. ESOL enrollments continued to rise from 1979 to 1993. While county enrollments had also been going up, ESOL as a percentage of county enrollments continued to increase. Last spring it was about 6.3 percent of the total county enrollment. Dr. Larson thought that for the study it would be important to examine the extent to which students exiting ESOL were incorporated into regular education and how well they were doing. Last spring about 9 percent of MCPS enrollments were former ESOL students which meant that about 17 to 18 percent of MCPS students were active or former ESOL students which was a surprise to them. Because of this, he thought they should have a continuing study of the transition of these students into the regular program.

Dr. Larson said they wanted to understand the entry point of ESOL students. Kindergarten was the most popular grade of entry, and

last spring one quarter of active ESOL students had entered as kindergartners. There was also a high percentage of ESOL students in ninth grade because many students of high school age were entered as ninth graders until they worked in the program and were placed in higher grades.

Mrs. Fanconi asked about the period of time they used to look at these students. Dr. Larson replied that they had looked at current ESOL and former ESOL students. In spring of 1993 they had a snapshot of current ESOL and asked the question about the grade in which these current students entered the program whenever they entered the program. In regard to Mrs. Brenneman's question on former students, Dr. Larson explained that these students had taken a test and entered the mainstream.

The next slide was on former ESOL students and how long they stayed in the program. Dr. Larson reported that some 71-72 percent of the students stayed in the program for one or two years. The most typical tenure in the program was a single year, and that was true across the grade levels. Ms. Gutierrez pointed out that if they included the current ESOL students this would change their data, and Dr. Larson agreed and explained that it would muddy the picture for the question posed. The question was how long did it take these students to get through the ESOL program. Mrs. Fanconi asked about trends in the current ESOL population. Dr. Larson replied that there was a lot of mobility among those in the ESOL program. They entered MCPS, and they left MCPS. If they looked back historically, it was still the same profile. Kindergarten was the highest point of entry, and ninth grade showed a blip upwards in percentage of entry.

Ms. Gutierrez pointed out that the current group of ESOL students could have been in the program for four or five years which would change the averages. Dr. Larson thought it could be in the two to three range at most. Dr. Villani agreed that they needed to look at this data, and this would be a good question for their study. Ms. Gutierrez thought they should compare whether current students were staying longer in ESOL than others. Mrs. Fanconi said it would be interesting to see if there were differences depending on the country of origin.

Ms. Malagón noted that not all students came with no English at all. Many of them were proficient in English, and they might stay for just one semester because they needed time to get used to the school system. It seemed to Mrs. Fanconi that they were missing the profile of current ESOL students.

Dr. Cheung commented that when they looked at aggregate data it was difficult to know exactly what was going on. He pointed out that if they had individual student profiles they would be able to answer the questions asked. They would be able to target and determine needs. Aggregate data was very general, and solutions

would be more short-term than trying to meet the individual needs of students. He urged that staff to get better and more accurate information for planning purposes. Dr. Larson expressed his agreement. He explained that they did have individual student data, but his was an aggregate presentation. Dr. Cheung said he would like to see data including various characteristics.

Dr. Larson stated that they had just begun to example school performance measures. Class attendance was crucial, and they had compiled the number of school days that each child was enrolled and ask about attendance on the days they were enrolled. They had to do it on an individual basis because of the mobility. He reported that very few students attended less than 80 percent of the days in which they were enrolled. They were able to see that current and former ESOL students attendance figures were comparable to those of non-ESOL students.

Dr. Larson said they had done some sampling of test performance data. They concluded that the former ESOL students had achieved functional levels of proficiency very similar to those of non-ESOL students. Their time in MCPS appeared to be well spent, and by the time they reached ninth grade their functional performance levels were just about on a par with non-ESOL students.

Dr. Villani stated that by looking at this preliminary data they had raised questions they would like to have addressed by the work group outlined in the Success for Every Student plan. Dr. Sullivan would address these.

Dr. Sullivan reported that in April the Board had approved the SES plan which included a recommendation to establish a work group to complete a review of the ESOL program. This would included, but not be limited to, a study of the policy, a study of recent research in the field of instruction, and a study of instructional and service delivery models. They envisioned this work group being comprised of staff from OIPD, the ESOL advisory committee, DEA, and other appropriate staff. The plan would examine the following issues:

What is the status of current ESOL students? What types of students participate in ESOL; how do they perform; and to what extent do they persist in class work and school life?

What is the extent of the need for collaboration among MCPS divisions and departments and coordination of efforts with other Montgomery County agencies in serving the need of current and former ESOL students and their families? What types of services are needed for what types of families, and what are the cost efficiencies of interagency coordination?

What is the potential for alternative ESOL programs implemented in other districts to strengthen the MCPS program? What would be the efficacy of looking at the early stages of the Challenge Grant models in serving ESOL students and their families?

What implication does the demand for ESOL service have for teacher, counselor, and other staff needs, as well as budget planning and continuing support for legislative initiatives? What staff-student ratios are cost effective in meeting the needs of ESOL students?

What is the extent of need for ESOL services to Head Start and other preschool children? What types of program features are most useful in facilitating English language mastery among young children? What types of teacher training and program supports are necessary to facilitate the transition of preschool children with limited English proficiency into elementary school?

What is the performance of former ESOL student at all levels of the MCPS program of studies, for example, basic algebra mastery, honors course participation, SAT scores? What types of services are most helpful to transition of ESOL students into the MCPS mainstream? What are the implications for instructional programs, teacher training, counseling staff, and extracurricular activities?

To what extent may the existing MCPS policy on ESOL students need revision to address more fully the current and future needs of ESOL?

Dr. Sullivan indicated that these were research questions staff was able to pose as they examined the program. The questions were not all inclusive but could serve as a point of departure for the work group.

Dr. Cheung commented that the Board was interested in information on MCPS graduates. He wondered if they were going to look at what happened to former ESOL students when they graduated from MCPS. He suggested that this was something they might like to add to their study. Dr. Larson observed that they did conduct a senior survey periodically, and those data would be available.

Ms. Gutierrez noted that most of the discussion had focused on the students themselves. They had parents and representatives of parents in the audience, and she suggested inviting them to the

table. She thought the whole issue of parent involvement should be addressed as well as whether or not there were some models that were better than others.

Ms. Ana Downs, teacher specialist from the ESOL Parents Center, explained that she had been working with the Challenge Grant in the Wheaton Cluster. She found that 100 percent of the ESOL parents did care, but they needed information, training, services, and everything that would empower them to get some knowledge so they could help their children. For the most part, parents needed ESOL classes, and in the Wheaton Cluster they were offering parents English classes and training in different issues. They were working with Linkages to Learning and were helping them to deal with health, nutrition, crime prevention, child abuse, and other issues. Ms. Downs said they were helping parents to help themselves.

Ms. Nivea Berrios, ESOL resource teacher at Springbrook HS, noted that they had 50 parents in the audience this evening from the Springbrook community, and many of these parents did not speak English. The parents wanted to attend because they were learning about the school system. She believed that if they did not have parents on their side, the school system would not succeed. She pointed out that one of the goals of the Success plan was to do outreach to parents. She went to meetings where she communicated with parents in Spanish, and they told her that they needed support because they felt isolated. There were now more than 7,000 students in ESOL. How were these students going to have success if the parents did not speak the language and felt isolated. She was very proud of Montgomery County, but they had to see how they could make changes. She personally thanked Mr. Don Kress, principal of Springbrook HS for supporting her in making changes. She strongly believed they needed more parent services.

Mrs. Tuyet Tran, ESOL/Bilingual counselor and instructional specialist with BICEPS, commented that the ESOL counselors did more than school-based counselors. They provided support to ESOL students from getting clothes to crisis intervention. She worked with the parents and the community, and she had a tutoring program at Broad Acres and New Hampshire Estates to help students from two clusters. In the Blair and Springbrook area, there were almost 300 Vietnamese students and most had interrupted education. At New Hampshire Estates, almost 60 students attended two nights a week to learn English, and the program was in its fourth year. At Broad Acres, they had a similar program with 60 students. She worked with a group of volunteers mostly from the University of Maryland to help tutor these people. She noted that last year at Eastern Middle School in the ESOL program, 50 percent of the honor students were Vietnamese. They had several students with straight A's who were Vietnamese. She pointed out that if they did not help students to catch up, they would become

delinquents. Therefore, she and the other counselors worked around the clock to help.

Ms. Downs added that besides instructing students and involving parents they need to train mainstream teachers. They all needed to work together. In the Wheaton Cluster, they were training teachers and offering Spanish classes to faculty members.

Mrs. Brenneman reported that she had been in the Rocking Horse Center on a Saturday or Sunday, and she had found many different services offered. She wondered to what extent this went on throughout the year. Ms. Malagón replied that this was a special fair for parents to come in and see what was available. It took a great deal of time and effort on the part of staff to put all of that together; however, they were planning a health fair for this fall, but it was not ongoing. Mrs. Brenneman thought it would be very beneficial to have all these services available in one place. Ms. Malagón said that at Rocking Horse they did have Linkages, and very often the staff served as a clearinghouse for the things people needed. People needed clothing, housing, and medical assistance, Rocking Horse staff got involved; however, she agreed they needed more interagency collaboration. Dr. Villani pointed out that staff at local schools provided social services linkages with community agencies or held clothing drives themselves.

Dr. Cheung asked about the percentage of ESOL students eligible for free and reduced lunches as compared to the non-ESOL population. Dr. Larson replied that it was close to 50 percent of ESOL as compared to 14 percent of the non-ESOL.

Mrs. Gordon asked about the number of students served by itinerant teachers versus the number of students attending schools where there was a full-time ESOL teacher. Ms. Malagón replied that she did not have the exact number, but more and more schools had full-time ESOL teachers except in the upper county area where schools might have 10 or 15 students. She would provide an exact figure later. Mrs. Gordon was concerned about students who received services only a few hours a week. She knew that there were some measures that had been taken and some supports, but they could not prepare for every eventuality when a person was only in a building for a short period of time.

Dr. Villani reported that in the past several years they had prepared the entire staff of secondary schools when they put in an ESOL center. They had a number of very successful programs because the principal and other staff made extraordinary efforts to get every staff member trained to support ESOL students. He noted that even in an intensive English language center at least two periods out of the day the students were in non-ESOL classes.

Ms. Malagón and her staff had done a lot of work training the high school staffs. Dr. Sullivan added that in the Department of

Academic Programs all the divisions worked together. Ms. Malagón worked with curriculum coordination and implementation and assisted in new teacher training to ensure they had strategies for working with ESOL students. Ms. Malagón reported that one of the most successful things they had done was the short-term training grant which trained school teams of ESOL teachers, non-ESOL teachers, and an administrator.

Mrs. Gordon asked how much time or emphasis was put on assimilating a student into the culture of MCPS versus simply teaching them the English language. Ms. Malagón replied that all ESOL teachers did that and did it on a daily basis. The counselors did this but in a more formalized manner, particularly when they worked with groups.

Mr. Ewing thought that the proposal for a comprehensive analysis was an excellent one. It seemed to him that to date they had devoted an immense amount of talent and energy to meeting the needs of ESOL students, but they lacked systematic information that told them how effective they were being over time. This did not mean they were ineffective, but they did not have data in order to make some judgments. As the number of ESOL students increased and the cost of the program increased, the Board had a need for better information about the effectiveness of programs because resources were limited. If they did not have that information, they would have an increasingly difficult time of making their case for funding. This year's success with the legislature could be next year's failure, if they did not continue to build a knowledge base.

Mr. Ewing said that the first question had to be who were the students and what were their needs. This varied from school to school, from family to family, and from student to student. This was hard to profile, but it was important to try. He thought they had to take a good look not only at what they were doing and what they might do in the future, but at what the options might be. The Board rarely discussed options for alternative approaches for meeting these needs. They had adopted a wide range of approaches, but those needed to be discussed in terms of their effectiveness now and their prospective effectiveness. He thought that this would be included in the review, and he stressed that it was enormously important to get on with the study and to end it with a set of recommendations that spoke to what they needed to do to change or improve existing programs as well as policies. The connection between needs, programs, policies, and budgets had to be made very clear for the Board and the county as a whole.

Mrs. Fanconi suggested that when they looked at assessment they needed to define their staffing in a number of different areas including METS, the bilingual assessment team, identification for special education, and referral for other county services. It

was great when they had one ESOL teacher per elementary school, but did that teacher work with 5, 50, or 500 students? Where was the point when 1.5 or 2 or 3 teachers were assigned? They needed to look at the model they were using to see whether this was the best way of doing it. For example, the PEP program was fully staffed but the population increased during the year, and she believed they ought to have the staffing allocated to have the ability to add staff midyear if more students came in. She believed that to make good management decisions they needed to plan for these trends.

Ms. Gutierrez stated that this issue went back before it became an Action Area. She recalled a hearing in 1988 when they talked about minority achievement and focused on ESOL students. At that point in time the system hired Dr. Gordon who came up with a one-year study and looked at minority achievement. Dr. Gordon ended his report with some clear next steps in the area of ESOL. He recognized that he did not have the time, expertise, or staffing to do an appropriate evaluation of ESOL; however, he did recommend areas for further study. After that point, the Board made it one of its Action Areas. She was frustrated because this evening it was still an Action Area and just a discussion. They had not moved fast enough to address in depth the needs and issues related to the ESOL population.

Ms. Gutierrez said she was amazed that as little information as they had it indicated that the rate of increase was increasing. She would have thought it would level off in view of the fact that some of the causes of immigration had gone away; however, this was not true. She thought they did need a better understanding as to where students were coming from. It was clear that the blip in ninth grade indicated they were seeing students with interrupted educations. With the minimum data, she saw what they had known for a long time. She applauded efforts that had been made and people who had gone that extra mile.

Ms. Gutierrez did not think they had systematically addressed this from an institutional perspective. MCPS had the Wheaton Challenge Grant which gave them an opportunity to look in depth at ESOL, and she hoped they could extend what they were doing in Wheaton across the board. Now they had another study proposed, but they could not take action on it this evening to modify or expand it. She hoped that the questions would be expanded to get input from parents, principals, teachers (ESOL and non-ESOL), etc. She thought that they could come up with significant measures of success. Was success when students exited ESOL or when they exited were they failing because they were not ready? She said they needed longitudinal views with real hard data.

Ms. Gutierrez thought that the steps to be taken were very specific. There was a review and evaluation step that had to take place with the ESOL program that looked at the policy.



There had to be a clear step of when the policy got reviewed and when it was brought to the Board. They had to look at the program itself from K to 12. They had to examine staffing both at the managerial level as well as at the classroom level. Did they have the right levels of staffing? They had to look at resources and dollar investments in this area. They heard so much of what it cost to teach the immigrant population, but she thought the data might show that the resources were less than what they were spending in other areas. They had to look at technology, special education, and training. The key issue was training, and they had a grant that had been used very successfully to train other teachers, but the grant ended this year. Did they have in place a plan to continue that and expand it? She could go on with questions about counselors and bilingual services. Was the bilingual assessment team adequate?

Ms. Gutierrez said she would like to understand about the next steps. They had had a discussion, and there was an indication that a committee would be formed and that recommendations would be available for the next budget. There was an indication of a DEA study, and she wondered whether there were resources there and whether it was scheduled for now rather than later. Dr. Villani replied that they did have a plan in place to have recommendations in time for the budget for next year. They had done the preliminary work in framing up the questions and had heard a number of good questions this evening. The issue was how they could best analyze the information they had and get input from parents, staff, and the community on what the perceived needs in the ESOL were and what was the program execution design for meeting those needs. They were using current resources very efficiently, but the question was whether they should have additional resources or use current resources in a different way to achieve the outcomes they might discover as they looked more closely at the program.

Ms. Gutierrez remarked that part of what they had always done with ESOL was look at it and not the rest of the school system. The early childhood program at New Hampshire Estates ES did not make those artificial differences between ESOL resources and other resources. This was an excellent model that did not take any additional resources but rather a change in mindset of principals and how they used their resources. She did not know how this would fit into the formula and at what point the Board could take definitive action.

Dr. Villani reported that one of the definitive action steps the Board had taken was in the Success for Every Student plan. The task was very explicit, and all employees had the responsibility to address this. This would have an impact on management plans at the school level and at the central office level. They would see a difference in the way programs were developed as a result of it.

Mrs. Fanconi thanked staff for the presentation. She, too, was disappointed in their inability to address this issue over the four years they had been on the Board. She had asked for a timeline because she wanted to see if there were actions the Board had taken to delay this, and the Board had taken some inadvertently. She thought this issue was of critical importance and had to move ahead rapidly. She noted that the trends in the immigrant youth population were very different from the trends in the overall population. When they looked at census figures, they did not get a sense at all of what was going on. MCPS was the best source of data for that, and this had implications for all county services. She encouraged Dr. Vance to publish something as a resource document on the data, trends, and anecdotal incidents. If they needed funding resources to assist them to do this, they should ask the County or the executive for this.

Mrs. Fanconi stated that this was clearly a population that was very much affected by poverty, health, and housing. For this particular population, they needed to draw in county agencies to look at service gaps for families. Those gaps affected the ability of MCPS to be successful with these children, and that ability to be successful would affect whether or not these children could become a productive part of society. She would encourage them to use this as part of the task force. She thanked everyone at the table and everyone in the audience for showing their interest.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Dr. Vance indicated that he had sent a memo to the Board on the observance of the national day of mourning for former President Nixon. The governor had decided not to close state offices, and the state superintendent of schools would not authorizing closure, nor would waivers be permitted. Local school systems would remain in session and local government would be open. Flags would be lowered for 30 days, and school principals had been advised to schedule appropriate local observances.

2. Ms. Baker reported that last week at the Maryland Association of Student Councils convention in which 800 of Maryland's best and brightest student leaders participated, the group unanimously adopted a resolution in support of efforts to change American Sign Language to a foreign language credit. The resolution would be forwarded to the state superintendent of schools and would then be presented to the state Board of Education. The students at MASC also adopted resolutions stating support for individual county boards being able to decide whether or not they should implement year-round education. She had found out that the Prince George's student Board member had lost the fight for voting rights.

3. Ms. Baker indicated that last week new MCR officers had been elected. The new president would be Charles McAuliffe from Richard Montgomery High School who was running against Alicia Abrams. The vice president was undecided, and there would be nominations for new candidates and another election would be held.

4. Mr. Ewing said the Board would want to hear from the superintendent on the long-range planning report, but he felt a sense of urgency about moving on this issue. He hoped that the Board could agree fairly soon to some elements of long-range planning including an extension of the Board's Vision Statement to make it a long-range statement. He hoped that the Board could act on something like a six year budget for both capital and operating budgets which would be linked closely and that the Board could act on making some resources available explicitly in the FY 1996 budget to support continuing long-range planning. He anticipated that the Board might support a workshop or conference with the public on long-range planning objectives and processes. He would be formulating all of that into a paper he would share with the Board.

5. Mr. Ewing noted that Ms. Gutierrez had raised a question about curriculum approval. His experience was that by the time a paper like the one on psychology reached the Board, it was too late for the Board to affect curriculum. If the Board wanted to affect curriculum, they had to be involved early on. This was not always easy to do; therefore, the Board needed to talk about the process of curriculum approval which was a major Board responsibility.

6. Mr. Ewing said he would like to address some remarks to the County Council. He had the understanding that the Council was at a point where there appeared not to be a majority for anything on Blair High School. He was quite alarmed by that, and it seemed to him the Council was losing sight of the basic objective which was to build a new building for Blair High School students that met the needs of that community and included all the students in that cluster. Where the site was far less important than meeting that objectives. There should be five votes for something other than Wayne Avenue, and he hoped that the Council member from that area would not doom a new Blair High School. Mrs. Fanconi believed that some Council members had not looked carefully at the impact of not approving a site, and she would urge every Council member to look carefully at the over-utilization in that cluster. The Board needed to open a building in 1998 and needed the flexibility to be able to do that.

7. Mrs. Fanconi remarked that they were in the operating budget now, and there appeared to be more money than the Council originally thought they would have. This was what was wrong with

the spending affordability process. Artificial limits were set in September or October prior to when there could be a good prediction of how much revenue there would be. Spending affordability did not allow taking into account increased need. For MCPS, there would be a huge increase in the number of students they were required to serve by the law. The Board had taken \$145 million in cuts over the last three years, and at the same time over 12,000 new students had come into MCPS. Other county services particularly human services had taken cuts. Other counties were using the excess money to restore some of the difficult cuts they had had to make because human needs were not being met. She hoped that Montgomery County would also respond in a combination of tax rebates but also in assuring that the most critical of their human needs were met. She was concerned about the large amount of tax rebates currently under consideration, and she understood their desire for some tax relief. However, the Council should provide for the needs of citizens and assure an adequate revenue for next year for continuing needs.

RESOLUTION NO. 294-94 Re: CLOSED SESSION - MAY 10, 1994

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on May 10, 1994, at 9 a.m. and at noon 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 these meetings be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501; and be it further

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

RESOLUTION NO. 295-94 Re: MINUTES OF FEBRUARY 22, 1994

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

Resolved, That the minutes of February 22, 1994, be approved.

RESOLUTION NO. 296-94 Re: MINUTES OF MARCH 8, 1994

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

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

RESOLUTION NO. 297-94 Re: MINUTES OF MARCH 23, 1994

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

Resolved, That the minutes of March 23, 1994, be approved.

RESOLUTION NO. 298-94 Re: MINUTES OF MARCH 24, 1994

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

Resolved, That the minutes of March 24, 1994, be approved.

Re: REPORT ON CLOSED SESSION - APRIL  
14, 1994

On March 21, 1994, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Thursday, April 14, 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 Thursday, April 14, 1994, from 9 a.m. to 10:05 a.m. and from 12:45 to 2:10 p.m. The meetings took place in room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss the name of the new Seneca Valley MS #1. The Board discussed the monthly legal services report with its attorney. Board members adjudicated BOE Appeals Nos. 1994-1 and T-1994-2. At noon the Board consulted its attorney regarding a full-retirement incentive plan which was presented by MCEA.

It was decided that a new business item would be introduced on the report of the Potter Commission (Seneca Valley HS) and that written testimony would be prepared on the preliminary recommendations of that Commission.

In attendance at the closed sessions were Steve Abrams, Carrie Baker, Larry Bowers, Fran Brenneman, Carole Burger, Alan Cheung, Blair Ewing, Carol Fanconi, Tom Fess, David Fischer, Kathy Gemberling, Wes Girling, Bea Gordon, Zvi Greismann, W. Thomas Kranz, Brian Porter, Thomas Reinert, Phil Rohr, Paul Vance, William Wilder, Mary Lou Wood, Melissa Woods, and Kevin Wright.

Re: PROPOSED RESOLUTION ON HEALTH  
CURRICULUM

On April 14, 1994, Mrs. Gordon moved and Dr. Cheung seconded the following:

Resolved, That the Board of Education have a discussion of the new state-mandated health curriculum and how current health-related curriculum will be adapted to meet the new state requirements, including but not limited to wellness, prevention, family life, and first aid.

Re: A MOTION BY MRS. BRENNEMAN TO AMEND  
THE PROPOSED RESOLUTION ON HEALTH  
CURRICULUM BY ADDING THE FAMILY  
LIFE CURRICULUM AND SAFE CURRICULUM  
(FAILED)

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

Resolved, That the proposed motion on the health curriculum be amended to add:

and be it further

Resolved, That the discussion on the health curriculum include the SAFE materials and the recommendations of the OSAE advisory committee and the family life and human development committee; and be it further

Resolved, That the discussion on the health curriculum include the implementation of the family life curriculum including an overview of the curriculum, the guidelines for communications used by schools with parents and students in offering the family life unit including alternative options, and data on numbers of students opting out and available alternatives at a selection of high schools and middle schools.

Mr. Ewing asked that the question be divided.

Re: A MOTION BY MRS. BRENNEMAN TO AMEND  
THE PROPOSED RESOLUTION ON HEALTH  
EDUCATION BY THE ADDITION OF THE  
SAFE MATERIALS (FAILED)

The following motion by Mrs. Brenneman to amend the proposed resolution on health curriculum failed of adoption with Mr. Abrams, Mrs. Brenneman, and Mr. Ewing voting in the affirmative; Ms. Baker, Dr. Cheung, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez voting in the negative:

Resolved, That the proposed motion on the health curriculum be amended to add:

and be it further

Resolved, That the discussion on the health curriculum include the SAFE materials and the recommendations of the OSAE advisory committee and the family life and human development committee.

Re: A MOTION BY MRS. BRENNEMAN TO AMEND  
THE PROPOSED RESOLUTION ON HEALTH  
EDUCATION BY THE ADDITION OF THE  
FAMILY LIFE CURRICULUM (FAILED)

The following motion by Mrs. Brenneman to amend the proposed resolution on health curriculum failed of adoption with Mr. Abrams, Mrs. Brenneman, Dr. Cheung, and Mr. Ewing voting in the affirmative; Ms. Baker, Mrs. Fanconi, and Ms. Gutierrez voting in the negative; Mrs. Gordon abstaining:

Resolved, That the proposed motion on the health curriculum be amended to add:

and be it further

Resolved, That the discussion on the health curriculum include the implementation of the family life curriculum including an overview of the curriculum, the guidelines for communications used by schools with parents and students in offering the family life unit including alternative options, and data on numbers of students opting out and available alternatives at a selection of high schools and middle schools.

RESOLUTION NO. 299-94      Re: HEALTH CURRICULUM

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

Resolved, That the Board of Education have a discussion of the new state-mandated health curriculum and how current health-related curriculum will be adapted to meet the new state requirements, including but not limited to wellness, prevention, family life, and first aid.

RESOLUTION NO. 300-94 Re: TRADES FOUNDATION

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

Resolved, That the Board of Education schedule a meeting to discuss with the Trades Foundations the issues of career and vocational education in relation to the School-to-Work Act adopted by Congress as well as its impact on our current vocational and technical programs.

RESOLUTION NO. 301-94 Re: GIFTED PROGRAM AT DREW ES

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

Resolved, That the Board of Education schedule discussion and action before the end of the school year this year aimed at authorizing the extension of the sixth grade program of the Center for the Highly Gifted currently located at Charles Drew ES for a period until the Takoma and Eastern conversions to middle schools are completed.

RESOLUTION NO. 302-94 Re: TAKOMA PARK CULTURAL CENTER

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

Resolved, That the Board of Education schedule discussion and action on the proposed cultural center to be located in Takoma Park and proposed by the City of Takoma Park to be located on the Takoma Park MS site with a request to the superintendent that he complete an analysis of the issue before the discussion.

RESOLUTION NO. 303-94 Re: SCIENCE EQUIPMENT AND TECHNOLOGY

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

Resolved, That the Board of Education receive an information item on the present plans for the need for additional science





it relates to MCPS curriculum, including the arts curriculum.

Mrs. Brenneman asked that the motion be divided.

Re: A MOTION BY MRS. BRENNEMAN ON THE  
GOALS 2000 AND THE ARTS CURRICULUM  
(FAILED)

A motion by Mrs. Brenneman that the Board discuss the Goals 2000 as it relates to the arts curriculum failed with Mrs. Brenneman and Mr. Ewing voting in the affirmative; Mr. Abrams voting in the negative; Ms. Baker, Dr. Cheung, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez abstaining.

Re: A MOTION BY DR. CHEUNG ON THE GOALS  
2000 and MCPS CURRICULUM (FAILED)

A motion by Dr. Cheung that the superintendent prepare an information item on the Goals 2000 and how MCPS programs met those goals failed with Dr. Cheung and Mr. Ewing voting in the affirmative; Mr. Abrams voting in the negative; Ms. Baker, Mrs. Brenneman, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez abstaining.

Mrs. Gordon assumed the chair.

RESOLUTION NO. 305-94 Re: GOALS 2000 AND MCPS CURRICULUM

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

Resolved, That the superintendent bring forward a paper that assessed the Goals 2000 against MCPS curriculum and make recommendations for discussion.

Re: NEW BUSINESS

The following items of new business were raised:

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

Resolved, That the Board of Education schedule time to review the present role of the Board in curriculum review and approval and consider possible alternative approaches.

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

Resolved, That the Board of Education schedule discussion and action on what it is the Board would like to see included in the

study of students with limited English proficiency.

Re: ITEMS OF INFORMATION

Board members received Photography 2A and 2B as an item of information.

RESOLUTION NO. 306-94 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 11:50 p.m.

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PRESIDENT

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SECRETARY

PLV:mlw