

RESOLVED, That having been duly advertised, the contract be awarded to the low bidder meeting specifications as shown for the bid as follows:

DOLLAR VALUE OF CONTRACT

3-98 Office, Papers, Xerographic
and Reprographic

NAME OF VENDOR

Wilcox, Walter, Furlong Paper Co. \$330,564

Mrs. DiFonzo temporarily left the meeting at this point.

RESOLUTION NO. 440-85 Re: WHITTIER WOODS CENTER - REROOFING
(AREA 2)

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, the following resolution was adopted unanimously:

WHEREAS, Sealed bids were received on September 17 for reroofing the Whittier Woods Center, as indicated below:

BIDDER	LUMP SUM
1. Colbert Roofing Corporation	\$ 83,274
2. J. E. Wood & Sons Co., Inc.	94,375
3. R. D. Bean, Inc.	94,510
4. Orndorff & Spaid, Inc.	107,963
5. Darwin Construction Co., Inc.	215,000

and

WHEREAS, The low bidder, Colbert Roofing Corporation, has performed satisfactorily on other MCPS projects; and

WHEREAS, Low bid is within staff estimate and sufficient funds are available in account 99-42 to effect award; now therefore be it

RESOLVED, That a contract for \$83,274 be awarded to Colbert Roofing Corporation, to accomplish a reroofing project at Whittier Woods Center, in accordance with plans and specifications dated August 30, 1985, prepared by the Division of Construction and Capital Projects.

RESOLUTION NO. 441-85 Re: SALE OF STEVENSON P. BRYAN PROPERTY
(MILLSTONE ARABIAN FARM)

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, the following resolution was adopted unanimously:

WHEREAS, On December 6, 1984, the Board of Education received a deed

for the property known as the Millstone Arabian Farm, Frederick County, Maryland, as a part of the restitution of funds by Mr. Stevenson P. Bryan; and

WHEREAS, The property which was purchased by Mr. Bryan for approximately \$225,000 has been for sale for more than two years with an asking price of \$234,500; and

WHEREAS, On June 27, 1985, the property was appraised for \$230,000; and

WHEREAS, On August 15, 1985, we received an offer to purchase the property for \$215,000; and

WHEREAS, The superintendent authorized our agent to submit a counteroffer to sell the property at the appraised value of \$230,000; and

WHEREAS, On September 17, 1985, we received a revised counteroffer of \$225,000, and purchaser's assumption of three points (approximately \$3500); now therefore be it

RESOLVED, That the Board of Education agrees to sell the Bryan property (Millstone Arabian Farm) for \$225,000 in accordance with the terms of the contract; and be it further

RESOLVED, That the superintendent be authorized to execute the contract on behalf of the Board of Education.

Mrs. DiFonzo rejoined the meeting at this point.

RESOLUTION NO. 442-85 Re: UTILIZATION OF FY 1986 FUTURE SUPPORTED
PROJECT FUNDS TO IMPROVE DISCIPLINE AT
BANNEKER JUNIOR HIGH SCHOOL

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

RESOLVED, That the superintendent of schools be authorized to receive and expend the \$1,000 grant award in the following categories within the FY 1986 Provision for Future Supported Projects from MSDE to improve school discipline by effecting a more positive and inviting school climate at Banneker Junior High School:

CATEGORY	AMOUNT
01 Administration	\$ 929
10 Fixed Charges	71

TOTAL	\$1,000

and be it further

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

RESOLUTION NO. 443-85 Re: FY 1986 CATEGORICAL TRANSFER WITHIN
THE PROVISION FOR FUTURE SUPPORTED
PROJECTS

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

RESOLVED, That the superintendent of schools be authorized to effect the following categorical transfer within the FY 1986 Provision for Future Supported Projects in accordance with the provision for transfer as adopted by the County Council:

CATEGORY	FROM	TO
02 Instructional Salaries	\$ 5,000	
03 Instructional Other	10,000	
04 Special Education		\$15,000
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TOTAL	\$15,000	\$15,000

and be it further

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

RESOLUTION NO. 444-85 Re: UTILIZATION OF FY 1986 FUTURE SUPPORTED
PROJECT FUNDS FOR THE SPECIAL EDUCATION/
TRINITY COLLEGE STUDY CENTER

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

RESOLVED, That the superintendent of schools be authorized to receive and expend, within the FY 1986 Provision for Future Supported Projects, a \$12,834 grant award in the following categories from Trinity College to operate a special education professional materials and study center:

CATEGORY	AMOUNT
04 Special Education	\$11,835
10 Fixed Charges	999

TOTAL	\$12,834

and be it further

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

RESOLUTION NO. 445-85 Re: UTILIZATION OF FY 1986 FUTURE SUPPORTED
PROJECT FUNDS FOR THE HEAD START CHILD
DEVELOPMENT PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive
and expend the \$23,800 grant award in the following categories within
the FY 1986 Provision for Future Supported Projects from the Office
of Administration of Children, Youth, and Facilities through the
Montgomery County Community Action Agency for the Head Start Child
Development Program:

CATEGORY	AMOUNT
02 Instructional Salaries	\$18,160
03 Instructional Other	5,190
10 Fixed Charges	450

TOTAL	\$23,800

and be it further

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

Re: BOARD/PRESS/VISITOR CONFERENCE

The following individuals appeared before the Board of Education:

1. Charles Hubush, NAACP
2. Leroy Warren, NAACP
3. Jody Kline

RESOLUTION NO. 446-85 Re: PRESENTATION OF PRELIMINARY PLANS -
PAINT BRANCH HIGH SCHOOL ADDITION
(AREA 1)

On recommendation of the superintendent and on motion of Mrs. DiFonzo
seconded by Dr. Cronin, the following resolution was adopted
unanimously:

WHEREAS, The architect for the Paint Branch High School Addition,
Duane, Elliott, Cahill, Mullineaux & Mullineaux, has prepared the
schematic design in accordance with the educational specifications;
and

WHEREAS, The Paint Branch High School Planning Committee has approved
the proposed schematic design; now therefore be it

RESOLVED, That the Montgomery County Board of Education approves the

schematic design reported prepared by Duane, Elliott, Cahill, Mullineaux & Mullineaux.

Re: CAPITAL PROJECTS IN THE BLAIR AREA --
NEW HAMPSHIRE ESTATES, OAK VIEW, AND
ROLLING TERRACE ELEMENTARY SCHOOLS; AND
STUDENT ASSIGNMENTS FOR STUDENTS FROM
THOSE SERVICE AREAS

Mrs. DiFonzo moved and Dr. Cronin seconded the following:

WHEREAS, The county government deferred approval of an appropriation for Blair area capital projects until a study of the area elementary needs was completed; and

WHEREAS, An extended study of a variety of proposals has been completed involving school and citizen groups; and

WHEREAS, Public testimony and comments have been received; and

WHEREAS, The renovation needs of New Hampshire Estates and Rolling Terrace must be met as soon as possible; now therefore be it

RESOLVED, That appropriate classrooms and support space are to be provided for students and programs as follows:

- o At New Hampshire Estates, thirty classrooms and support space
- o At Rolling Terrace, thirty-eight classrooms and support space including a gymnasium
- o At Oak View, thirteen additional classrooms
- o At New Hampshire Estates and Rolling Terrace, the feasibility of renovating and adding to existing space or of providing all new construction is to be considered;

and be it further

RESOLVED, That immediate approval of an appropriation to accomplish these projects be sought so that construction can begin in 1986 and the building be ready for occupancy in August, 1987; and be it further

RESOLVED, That Rolling Terrace be relocated to the Key facility for the 1986-1987 school year; and be it further

RESOLVED, That New Hampshire Estates and Oak View Elementary Schools be paired, and that students living in the combined service area attend New Hampshire Estates for grades Head Start-3, and attend Oak View for grades 4-6, as follows:

- o September 1986, New Hampshire Estates grades HS-3 students attend the Key facility, grade 4 students attend Oak View, grades 5-6 students attend Highland View and Piney Branch Elementary Schools as currently assigned
- o September 1987, New Hampshire Estates grades HS-3 students

unanimously:

WHEREAS, The county government deferred approval of an appropriation for Blair area capital projects until a study of the area elementary needs was completed; and

WHEREAS, An extended study of a variety of proposals has been completed involving school and citizen groups; and

WHEREAS, Public testimony and comments have been received; and

WHEREAS, The renovation needs of New Hampshire Estates and Rolling Terrace must be met as soon as possible; now therefore be it

RESOLVED, That appropriate classrooms and support space are to be provided for students and programs as follows:

- o At New Hampshire Estates, thirty classrooms and support space
- o At Rolling Terrace, thirty-eight classrooms and support space including a gymnasium
- o At Oak View, thirteen additional classrooms
- o At New Hampshire Estates and Rolling Terrace, the feasibility of renovating and adding to existing space or of providing all new construction is to be considered;

and be it further

RESOLVED, That immediate approval of an appropriation to accomplish these projects be sought so that construction can begin in 1986 and the building be ready for occupancy in August, 1987; and be it further

RESOLVED, That Rolling Terrace be relocated to the Key facility for the 1986-1987 school year; and be it further

RESOLVED, That New Hampshire Estates and Oak View Elementary Schools be paired, and that students living in the combined service area attend New Hampshire Estates for grades Head Start-3, and attend Oak View for grades 4-6, as follows:

- o September 1986, New Hampshire Estates grades HS-3 students attend the Key facility, grade 4 students attend Oak View, grades 5-6 students attend Highland View and Piney Branch Elementary Schools as currently assigned
- o September 1987, New Hampshire Estates grades HS-3 students attend the renovated New Hampshire Estates, grades 4-5 students attend Oak View, and grade 6 students attend Highland View and Piney Branch as currently assigned
- o Beginning September 1988, all New Hampshire Estates students attend New Hampshire Estates for grades HS-3, and attend Oak View for grades 4-6
- o Beginning September 1987, all Oak View students attend New Hampshire Estates for grades HS-3, and Oak View for grades 4-6;

and be it further

RESOLVED, That the modified Spanish program and students be assigned for grades K-6 to Rolling Terrace Elementary School from Oak View in September, 1987; and be it further

RESOLVED, That the French Immersion programs and grades K-6 students continue at Oak View; and be it further

RESOLVED, That the Board commits itself to the development of a reading/language arts magnet to be established at the New Hampshire Estates and Oak View paired schools for implementation in 1986; and be it further

RESOLVED, That those who are already enrolled in the schools would have access to either program and, in considering applications for transfer, those reviewing and acting on transfer requests shall take into account residents in the community who are preschool children as of this date; and be it further

RESOLVED, That MCPS will continue to work with county government on the feasibility of providing space at New Hampshire Estates and Rolling Terrace Elementary Schools for community services such as Day Care.

Re: STATUS REPORT ON THE EDUCATION OF
MINORITY STUDENTS IN MCPS

Dr. Cody explained that he would review areas in the school system where they had made some progress in the education of minority students and comment on where they had not made progress. He would comment on what he and the executive staff planned to have as their general plan of action.

Dr. Cody stated that Priority 2 was adopted two years and indicated that they would implement a special emphasis program in the school system that would substantially improve the achievement of minority students on criterion-referenced and norm-referenced tests, the achievement and participation of minority students in extracurricular activities, particularly academic extracurricular activities, and in gifted and talented and honors programs. During last year at various times during the year indicators were taken on student achievement and participation and were released at that time. He showed a chart summarizing the last three years and indicating the percentage of ninth grade students passing the Maryland Functional Reading Test in the ninth grade. He explained that even before the priority was adopted, students were passing the test in very high proportions, but there was some discrepancy. In two years that discrepancy was reduced so that by 1984-85 they still needed to be conscious of the percentages of Asians and Hispanics not passing the test. He did not think they had any serious problems here and any significant numbers of students in Montgomery County not graduating because they failed to pass the functional reading test.

Dr. Cody said the next transparency was on the Maryland Functional Math Test which will be required for students graduating in 1987. During the three year period the improvement of all students and especially black and Hispanic students increased dramatically; however, the biggest jump occurred the year before last. Although there were increases, he and the staff believed they had a problem of such a magnitude that it required special attention to helping students pass the mathematics tests. The Department of Academic Skills has been working on planning a special program aimed at mathematics.

The next slide was on the Functional Writing Test which would be required for the class of 1987. Dr. Cody pointed out the big growth in last year's scores. It was their feeling with the efforts taking place in the school system that progress would continue, but this was something that needed to be monitored very closely. He said it was their objective at the ninth grade level to have little or no difference in the percent passing rates of minority/majority students.

Dr. Cody showed a transparency on California Reading Test results in grades 3, 5, 8, and 11. He explained that any number above 50 meant that students did better than half the students in the United States. He said that averages were going up, but their objective was to have this going up at the rate of three NCE points a year for minority students but they were not there yet. He pointed out that the last test was given in 1984-85 and represented a few months effort on the part of the local schools. He explained that they would be receiving the report on criterion-referenced tests in the near future, and it would show the same types of discrepancies in terms of minority/majority achievement that they had seen in the other scores; however, they did not have any comparative figures yet. This would provide them a baseline for where they needed to go.

Dr. Cody showed transparencies on the California Achievement Math and Language Tests which indicated similar patterns to the reading test. There were bigger increases in math among all students. In regard to the gifted and talented programs, he said that both black and Hispanic enrollment increased last year by about 3 percent over the preceding year. He explained that the results of participation in honors program showed a difference in the percentage of enrollment. For example, 48 percent of the Asian students 9-12 were enrolled, 13 percent black, 16 percent Hispanics, and 29 percent white. He thought this was one of the most disturbing discrepancies that they had in the school system, and this indicated a need for intensive focus.

Dr. Cody said that the next transparency was on extracurricular participation, but they did not have the data for last year yet. However, the information from the year before last indicated that generally Asian, black, and white students in the secondary schools participated in nonathletic extracurricular activities at about the same rate. Hispanic participation was substantially lower. They

found the same pattern in the elementary school participation. They would have to find out what the differences were and increase Hispanic participation.

Dr. Cody believed they should continue the basic strategy on the priority. He explained that local school action plans were reviewed, approved, and monitored by the Area Office. This year there would be PRAT team visits in the spring, and the Area Office would provide direction and support for schools demonstrating little or no progress. These schools would also receive help from the Central Office, but a second part of the plan would be to accelerate the help and increase the efforts of the Central Office. They expected to expand human relations programs, the TESA programs, and the QIE mentor program. This year they would implement the same plan for the Central and Area Offices. Each office would develop its own action plan addressed to Priority 2 which would be reviewed, approved, and monitored by the superintendent and the associate superintendents. There would be PRAT visits to each of the departments this spring, and it would be the superintendent's responsibility to direct any corrective action he thought was necessary. A third part of the major effort this year was a special countywide coordinated effort to achieve the objective concerning the Maryland Functional Math Test. Dr. Cody reported that he was giving consideration to the assignment of a full-time staff person to provide overall coordination to the monitoring of Priority 2 efforts in the school system. He said that they were considering the possible expansion of the minigrant program or focusing them specifically on implementing Priority 2. They would give consideration to increased funding for summer school, particularly targeted to help students pass the Project Basic tests. They would consider a rapid expansion of training teachers in the TESA program and the expansion of the METS program for ESOL students. He thought that the resource issues for Priority 2 would be a major theme for budget development for next year.

Dr. Cody called attention to the transparency on suspensions. It showed a six-year pattern, and he pointed out that some attention had been given to suspension rates and the discrepancy between black students and other students in the rates of suspension. This attention was not enough at all. This last year there was a reduction in suspension rates of minority students of 2 percent. He said that this was still a very serious problem, and they had not made much progress at all compared to what really needed to be done. He had asked Dr. Frank Bready to conduct a review of high schools to identify successful practices needed to reduce student suspensions. His report was due in October, and it was expected that it would contain recommendations on practices they should consider implementing countywide. He noted that one of the recommendations of the Citizens Minority Relations Monitoring Committee was to find out where things seemed to be working. The second part of this was for DEA to develop a model designed for schools to conduct a self-study and action plan for reducing suspensions. He was convinced that circumstances and conditions existing in certain schools and steps that needed to be taken to improve circumstances were not necessarily the same every place. Therefore, a self-analysis was an important

part of that.

Dr. Cody reported that a third part of this was to conduct an in-depth study of the circumstances in the school leading to the suspension of students. This would be not only for what students were suspended but also the conditions occurring in the schools which exacerbated the behavior leading to the suspensions in the first place. They would look at what could be done to reduce those circumstances. The approach would be in-depth case analyses to try to determine what patterns might be occurring. Again, this was referred to in the CMRMC report. There would be at least quarterly reviews by the executive staff of the suspension rates in each of the schools. They would be looking at adding additional behavioral assistants to fully implement an in-school suspension program. They had some indication from some principals that in-school suspensions did help in reducing the overall number of suspensions. He said they would consider additional staff training for selected schools on how to reduce behavior leading to suspensions or eliminate the conditions leading to suspension.

Dr. Cody stated that the next part was the identification of minority students in special education.. He noted that 11.8 percent of white students had some kind of handicap classification, 21.1 percent of blacks, 11.4 percent of Hispanics, and 5.2 percent of Asians. The biggest discrepancy fell in the category of specific learning disabilities, LD. They were tackling this problem by changing their process for determining whether a student had a learning disability and should be classified as handicapped. This was built into the special education initiatives plan and consisted of expanding the Maryland State Department of Education LD project, now in a number of schools in Area 2. By 1988-89 they hoped to have that project in place all over the school system. He explained that elementary principals had said that when a student needed help and the only help was to classify the student as handicapped, they made the classifications in the interest of getting help for the students. A consequence of this was over-identification of the students. The state project provided a procedure that leads to the development of other ways of helping students other than determining them to be handicapped. Implementation of that project was likely to lead to the need for additional budget resources in the area of basic skills teachers and additional psychologists. Dr. Cody said that a second part of this was reviewing the IEPs of children in special education and a third part was a DEA study of the MCPS initial placement process.

Dr. Cody reported that the last area in the report was the employment situation in MCPS. He said that student enrollment by race was 9.4 percent Asian, 15 percent black, 5.7 percent Hispanic, and 70 percent white. However, the teaching force was .8 percent Asian, 9.5 percent black, and 1.1 percent Hispanic. He explained that the problem was not just that the employment figures did not mirror the enrollment figures. He thought they needed teachers who were majority/minority for all students. This year they hired 534 teachers and .6 percent were Asian, 7.4 percent black, 1.9 percent Hispanic, and 90.1 percent

white. He noted that the employment pool was .1 percent American Indian, 1.0 percent Asian, 5.2 percent black, .9 percent Hispanic, and 92.8 percent white.

Dr. Cody said that last year several steps were taken including recruiting at black colleges, but this did not work. In order to build up the applicant pool, he had added three people to the Department of Personnel to set up and carry out recruiting efforts and seek the help of other people throughout the school system. They wanted to build networks with college professors and deans and solicit assistance from citizens in the community. He said they had a task of not only assigning people to do a job but a task of thinking through more creative ways of recruiting teachers to that applicant pool.

Dr. Cody noted that they did have one barrier the Board needed to know about in terms of Hispanic and Asian candidates. Many of these people had their education in foreign countries, and the Maryland State Department of Education would not issue a teaching certificate to those who received their education in a foreign country and taught in a foreign language.

Mr. Foubert stated that he was generally pleased with the report. He thought the statistics about minority test scores were encouraging. He had often wondered how much intelligence had to do with what you were born with or what you were told you had or how you were expected to perform. He said that often some students were not expected to achieve, and they did not. One solution to that was the TESA program, and he said that if it were implemented countywide it could make a tremendous difference. He was also pleased with the recommendation that a human relations specialist would work with students who had been suspended for physical abuse before they reentered the school system. Mrs. Marion Bell, director of the Department of Human Relations, explained that the TESA stood for teacher expectations and student achievement. It was a program where the teacher's peer observed her working with students and pointed out where she failed to reach all of her students.

Mrs. Slye stated that she was pleased they had concrete goals and plans in place for recruitment efforts. She was encouraged by the changes in nonathletic extracurricular activity participation because that made a big difference in the way students felt about school. She was delighted that they had made some substantive progress in test scores in certain areas, but she was discouraged that it was harder to maintain this at the higher grade levels. She was particularly concerned about the special education initiatives and how they interrelated with the issues in this paper for two reasons. The first was the Maryland LD project which would result in a need for more staff. She said they needed to be careful about the kind of staff that was and how this staff was used. The second was the statement about IEP's in the effect that any inappropriate placements would be corrected immediately. She felt that this was an optimistic statement. Dr. Cody explained that there was a process going on, and they needed to provide the Board with a description of that plan.

Dr. Floyd remarked that no amount of difference in achievement and scoring was acceptable to him. He said there was ample evidence that intelligence was not distributed unequally among people based on race, color, and ethnicity. He wanted to be identified with the challenge and the set of goals to meet that challenge. He said that the area of special education was a serious indictment against the school system, particularly the mislabeling of students.

In regard to special education, Mr. Ewing said it was important to him for them to recognize that they had to make sure they had available the resources which were not special education but which had to do with giving children the help they needed. They might have special problems, but they did not need to be labelled as special education. He said they had yet to take the steps to put that in place system-wide, and they needed to do that. He was pleased with the description the superintendent gave of the strategies for dealing with the issue of suspensions. By contrast, he was concerned about the way in which they described their efforts in the field of academic achievement because they did not have strategies there. He said that TESA was perhaps one strategy, but they did not have a set of statements which said how they were going to translate the goals into even better outcomes than they were already getting. They had not asked themselves about what worked, why it worked, and how they could apply that elsewhere. He was concerned about that because if they were not able to describe for themselves, to staff, and for the public what it was that they were doing to get the outcomes they sought, they were not going to be able to convey the sense of commitment and priority that they really gave to this objective.

Dr. Cronin felt that a good part of what they were looking at was a failure of information that they had. They had macro numbers, but what he had seen at one of the junior high schools was an ability to look at student scores and at the teachers they had in the elementary schools. As they began to come down to those kinds of levels, they could have some very concrete and practical statistics that they could use rather than these gross numbers. He was heartened by the commitment to monitoring and the name of the person who was responsible rather than the system's being responsible. He wanted the information also to be of assistance to the areas, and he felt that the more support they could give to the areas, the more they would know about the particular schools and classes where they could make improvements.

Mrs. Praisner thought it was important to have some kind of individuals who would be focusing on what they were doing in each of these areas. She was concerned that they pull all of this together, and it seemed to her that no one was focusing on the total picture in each of these priorities and objectives. Periodically they found they had success in a school, but they had not assessed why they had that success and had not shared that in a more systematic way with other schools and other communities with similar situations. She said this was an area where there were strategies that had worked but, like Mr. Ewing, she was not sure they had shared that

recommendations concerning special education that were raised in meetings and reports by staff, parent and advisory groups, and from these have developed initiatives to meet the most pressing special education concerns over the next few years; and

WHEREAS, The MCPS Initiatives for Special Education are a 42-page plan containing a description of the issues, present status, goals and objectives (stated below), detailed activities, timelines and responsibilities that will direct school system efforts to substantially improve its special education program; and

WHEREAS, The Board of Education discussed these initiatives on March 25 and July 9, 1985, and found them conceptually sound; now therefore be it

RESOLVED, That the Board of Education endorses the following goals and objectives contained in the MCPS Initiatives for Special Education:

GOAL 1: Enable all Level 4 and 5 special education students to make a successful transition from school to meaningful work and community participation.

OBJECTIVE 1: Create a model of transition services that MCPS can provide to all special education students, tailored to the type and intensity of their handicap, with special emphasis on Level 4 and 5 students

OBJECTIVE 2: Determine the type, quantity, and quality of transition services presently provided to Level 4 and 5 special education students and identify unmet needs in relation to the school-to-work transition model

OBJECTIVE 3: Develop implementation priorities and action plans from the data obtained through Objective 2 to implement the transition model

OBJECTIVE 4: Implement the transition services model

GOAL 2: Ensure that students are appropriately placed in special education programs through an improved and systematic prereferral intervention process and more accurate and consistent placement procedures. Special emphasis will be given to reviewing placements of minority students and those classified as learning disabled. Students who need assistance but who are not handicapped will be provided help through greater options and support in regular schools.

OBJECTIVE 1: Improve and revise ACES (Access to Continuum Education Services) procedures, including the diagnostic components

OBJECTIVE 2: Improve the accuracy and consistency of assessment and placement practices by implementing an

effective prereferral process and by modifying placement procedures

OBJECTIVE 3: Based on experience gained from the prereferral intervention process, employ diverse staff utilization models and program accommodations that will give teachers greater support and more options in working with children with learning and behavior problems so they are not inappropriately referred for special education.

GOAL 3: Adequate and appropriate housing for special and alternative education programs will be included in the MCPS Comprehensive Master Plan for Education Facilities.

OBJECTIVE 1: Develop a clear statement and rationale for all factors that influence special and alternative education programs and their locations and seek Board of Education adoption of these guidelines

OBJECTIVE 2: Based on the Board-approved facilities guidelines for each special and alternative education program, plus current and projected enrollments, housing requirements for these programs will be integrated as rapidly as possible into the facilities planning process and annual updates of the 15-year Comprehensive Master Facilities Plan;

and be it further

RESOLVED, That the superintendent will discuss action plans for, and periodically report to the Board on progress toward, implementing these goals, objectives and plans.

RESOLUTION NO. 450-85 Re: ENDORSEMENT OF MCPS SEX EQUITY
(TITLE IX) INITIATIVES

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Mrs. Praisner, the following resolution was adopted unanimously:

WHEREAS, The Board of Education policy statement on Human Relations includes sex equity goals and directs the removal of all vestiges of prejudice and discrimination in employment, assignment and promotion of personnel, in location and use of facilities, in curriculum development and instructional materials, and in the availability of programs for children; and

WHEREAS, The Human Relations policy also states that the school system shall continue to take affirmative actions to make opportunities for employment and promotion available to every individual solely on the basis of their qualifications and without regard to sex; and

WHEREAS, All MCPS policies will be equitably and equally implemented

without regard to race, creed or sex; and

WHEREAS, The superintendent and staff have evaluated a variety of recommendations concerning sex equity issues that were raised in meetings and reports by staff, community and advisory groups, and from these have developed initiatives to meet the most pressing sex equity concerns over the next few years; and

WHEREAS, The MCPS Sex Equity (Title IX) Initiatives are an 8-page plan containing a description of the issues, present status, goals and objectives (stated below), detailed activities, timelines and responsibilities that will direct school system efforts to substantially improve its sex equity efforts; and

WHEREAS, The Board of Education discussed these initiatives on August 13, 1985, and found them conceptually sound; now therefore be it

RESOLVED, That the Board of Education endorses the following goals and objectives contained in the MCPS Sex Equity (Title IX) Initiatives:

GOAL 1: To encourage greater female enrollment in computer science, advanced mathematics and science courses, increased enrollment by the other sex in vocational courses with primarily single-sex enrollment, and improved performance by females on standardized mathematics tests

OBJECTIVE 1: Encourage greater female enrollment in computer science and advanced mathematics and science courses where women are underrepresented, and improved performance by females on the SAT mathematics test

OBJECTIVE 2: Encourage greater enrollment by the opposite sex in vocational courses that now have primarily or exclusively single-sex enrollments

GOAL 2: To increase female students' contact with women in nontraditional careers, in part by expanding nontraditional employment opportunities in MCPS

OBJECTIVE 1: Increase the number of females employed by MCPS in executive and other nontraditional categories

OBJECTIVE 2: Invite more women in nontraditional careers to be career day speakers and guest lecturers;

and be it further

RESOLVED, That the superintendent will discuss action plans for, and periodically report to the Board on process toward, implementing these goals, objectives and plans; and be it further

RESOLVED, That the Board of Education hereby requests the superintendent to develop a comprehensive sex equity policy for its

future consideration.

Re: BOARD MEMBER COMMENTS

1. Mr. Foubert stated that lately the Board had been hearing a lot about portable classrooms. He had visited Wheaton High School, Paint Branch High School, Banneker Junior High, and Brown Station Elementary to observe portable classrooms in operation and talk with students and teachers about how they felt about them. Students liked having air conditioning and getting out in the fresh air. In some cases the rooms were quieter and larger. The negative aspects included rain, snow, and ice. Some students complained about the long distance they had to travel to get to the portable classroom and to their lockers and the next class. Without exception, everyone stated it was no more difficult to learn in a portable than in a regular classroom. A vast majority of students did not care about whether they were in a portable or a regular classroom. He said that what he found was that portable classrooms are ok on a temporary basis.

2. Mr. Ewing said they had had another proposal from the county executive supporting a private school request for expansion in a closed public school. He hoped that the Board would continue to support its posture with respect to that issue and that it would encourage the Council to continue to support its policy. He did not know what had happened today on this issue. Dr. Cronin replied that he had attended the meeting. He thanked Mr. Wilder and Dr. Posilkin for preparing material for him. The GSA committee remanded the request back to the county executive. They were not putting pressure on the Board of Education to change its policy.

3. Dr. Cronin stated that the SENTINEL had fired a salvo that they would be doing investigative reporting. If that kind of reporting led to a situation where they uncovered a situation where there was danger to the school system and its students, he would welcome that kind of reporting. They would make an investigation into the validity of it, and he would count on the SENTINEL to publish a correction if they were wrong. He thought it was important for the school system to address the toxicity of art materials. Dr. Pitt reported that they had hired a consultant to look at the materials and review safety procedures. Until the consultant completed the report, they had sent instructions to the schools about reinforcing safety procedures. They were also instructing staff to only purchase from approved lists of materials. Dr. Shoenberg stated that if reporting brought problems to their attention that needed correction, this was appropriate. He thought, however, that attacks on particular individuals were out of bounds. On behalf of the particular people involved, he expressed his resentment.

3. Dr. Floyd reported that he had gone to Einstein to look at the situation with the portables. The work was not finished yet, but some portables were in use. He felt that the portables were very close together and cramped. He hoped that this was a temporary situation.

4. Mrs. DiFonzo said it had been brought to her attention that the Gaithersburg High School chemistry and computer labs were still not functional. The chem lab had a gas leak and the computer science

rooms had the wrong tables. She asked to be kept informed about the progress in getting these rooms operational.

5. Mrs. Slye requested information on the status of the projects involving the placement of underground sprinkler systems.

RESOLUTION NO. 451-85 Re: EXECUTIVE SESSION - OCTOBER 8, 1985

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Dr. Cronin, the following resolution was adopted unanimously:

WHEREAS, The Board of Education of Montgomery County is authorized by Article 76A, Section 11(a) of the ANNOTATED CODE OF MARYLAND to conduct certain of its meetings in executive closed session; now therefore be it

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on October 8, 1985, at 9 a.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement protecting particular proceedings or matters from public disclosure as permitted under Article 76A, Section 11(a) and that such meeting shall continue in executive closed session until the completion of business; and be it further

RESOLVED, That such meeting continue in executive closed session at noon to discuss the matters listed above as permitted under Article 76A, Section 11(a) and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 452-85 Re: MINUTES OF JULY 29, 1985

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

RESOLVED, That the minutes of July 29, 1985, be approved.

RESOLUTION NO. 453-85 Re: ABILITY TO FUND EDUCATION

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mrs. DiFonzo, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, (Mr. Foubert), Mrs. Praisner, Dr. Shoenberg, and Mrs. Slye voting in the affirmative; Mr. Ewing and Dr. Floyd abstaining:

WHEREAS, The Board of Education of Montgomery County, Maryland affirms its belief that quality education is dependent on adequate financial support; and

WHEREAS, A substantial portion of education funding derives from state and local revenues; and

WHEREAS, The Board of Education of Montgomery County, Maryland believes it should resist any effort to erode state or local ability to raise revenues for education; now therefore be it

RESOLVED, That the Board of Education of Montgomery County, Maryland opposes any attempt by the Congress to eliminate the deductibility of state and local taxes; and be it further

RESOLVED, That a copy of this resolution be provided to the Maryland Congressional Delegation.

For the record, Mr. Ewing explained that he had abstained because the tax issue was a policy of the president of the United States and he worked in the office of the president. Dr. Floyd abstained because he was not ready to take a position on this issue.

RESOLUTION NO. 454-85 Re: DEVELOPMENT OF AIDS POLICY

On motion of Dr. Shoenberg seconded by Dr. Cronin, the following resolution was adopted unanimously:

WHEREAS, The health problems posed by Acquired Immune Deficiency Syndrome (AIDS) and related symptoms have been the subject of significant public concern; and

WHEREAS, Several jurisdictions have been faced with the problem of how to provide for the education of children affected with AIDS in such a way as to protect the health of others; and

WHEREAS, These discussions have been made in an atmosphere that makes dispassionate judgment difficult; and

WHEREAS, It will be more conducive to policy formulation to carry on these discussions and establish a policy before a specific case arises; now therefore be it

RESOLVED, That the Board request the superintendent to bring to the Board for its action a proposed policy for the school system's appropriate treatment of both students and staff with diagnosed cases of AIDS or AIDS Related Complex.

Re: NEW BUSINESS

1. Mr. Foubert moved and Mrs. DiFonzo seconded that the Board discuss and take action on a new way of combatting the problem of class cutting to replace the E2 policy.
2. Mr. Ewing moved and Mrs. Praisner seconded that the Board schedule a discussion of the issues related to and raised by the annual report on nonresident tuition.

Re: ITEM OF INFORMATION

Board members received an item of information on the Educational Specifications for the Modernization of Bannockburn Elementary School.

Re: ADJOURNMENT

The president adjourned the meeting at 12 midnight.

President

Secretary

WSC:mlw