

NUMBER :
STATUS :
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DATE :
TEXT :

WHEREAS, Young children differ from one another in many ways including their learning pace and levels of development; and

WHEREAS, Self esteem is recognized as an important basis for success and success itself promotes the growth of self esteem; and

WHEREAS, Research indicates that parental involvement in a child's education can strengthen student achievement; and

WHEREAS, The Board of Education has expressed a commitment to enhance its Early Childhood Education Programs; now therefore be it

RESOLVED, That the Montgomery County Board of Education tentatively adopts the following policy on Early Childhood Education.

Early Childhood Education

A. PURPOSE

To reaffirm Montgomery County Public Schools strong commitment to quality early childhood education and to recognize the importance of early successes by providing early intervention, developing readiness for each new experience, involving families in a child's education, creating a curriculum based on child development theory, building children's self-esteem, maintaining a well-trained and competent staff, and building partnerships with community groups

To establish a philosophy as a basis for planning, program implementation, and decision-making for young children

To set the expectations for early childhood education that include developmentally appropriate instructional practice, a supportive learning environment, an emphasis on multicultural education, parent and community involvement, staff development, and coordination among all early childhood education programs

B. PROCESS AND CONTENT

1. DEFINITION

The National Association for the Education of Young Children, The National School Boards Association, and many other recognized organizations define early childhood education to be for children from birth to age eight.

In Montgomery County Public Schools early childhood education includes regular education programs that serve children from age three through Grade 3 and special education for children from birth through Grade 3.

2. PHILOSOPHY

An understanding of child development, appropriate instructional practices, and legislation provides the framework for early childhood education.

a) Young Children Differ From Older Children

Young children's thinking, ways of learning, and view of the world are qualitatively different from older children and adults. These youngsters are active and concrete learners who construct knowledge through experiences and interactions with their environment. They are naturally curious and spontaneous. Their eagerness for discovery impels them to explore their world. They are also inherently social and learn from thoughtful and playful interactions with other children and with adults. For young children, learning is sensory--the result of seeing, feeling, manipulating, hearing, smelling, tasting, taking apart, constructing, and experimenting. Young children experience the world as an integrated whole, not fragmented into subject areas. Physical, cognitive, social, and emotional aspects of children's development and learning are intrinsically interrelated.

b) Young Children Differ From One Another

Although young children share similarities as a group, they differ remarkably from one another. Family background, culture, gender, personality, learning styles, interests, and abilities contribute to a child's individuality. Most children pass through the same sequence of developmental stages, but the pace of development varies from child to child. Moreover, development often does not proceed evenly. The cognitive, physical, social, and emotional levels of maturity may vary within the individual child.

c) Self-Esteem is Essential

Young children's feelings about themselves directly affect their learning and development.

Early Childhood education programs nurture children's self-esteem by providing experiences of success, opportunities for self-direction and self-control, and a climate of trust and affection. Self-worth is also fostered by interactions which demonstrate appreciation for each child's individuality and ethnicity. Children need to be encouraged to take pride in their own cultural heritage while respecting other cultures.

d) Parents Play an Essential Role

Parents are their children's primary educators. They then share this responsibility when the child enters school. The interrelatedness of the roles of family and school requires a partnership involving communication, shared decision-making, and a variety of opportunities for parents to contribute to the educational process.

3. COORDINATION

Programs for young children are located in elementary schools for Kindergarten through Grade 3. They are also found in prekindergarten programs located in elementary schools, in high school child development courses, in the child care center at the Edison Career Center, and in adult education offerings at a variety of locations. Decisions about curriculum, special education, construction, transportation, selection of books and materials, etc., often affect early childhood education. With so many on-going efforts, coordination, collaboration, and cooperation are essential for cohesion.

- a) The Early Childhood Unit will be included in all efforts that may affect children from prekindergarten through Grade 3.
- b) Efforts to promote, coordinate, cooperate, and collaborate the many early childhood programs will be the responsibility of the Early Childhood Unit.
- c) Communication between special and regular education school staff is essential. Each school will establish a process for that communication to take place.

4. CURRICULUM AND INSTRUCTIONAL PRACTICES

Early childhood curricula will be designed to translate the stated philosophy into instructional practice recognizing that all children can learn and must have an equal opportunity to achieve in school. Their expected wide range of abilities, developmental levels, interests, backgrounds, learning styles, and experiences will be welcomed and used to plan programs that ensure success for every child.

For Kindergarten through Grade 3, the curriculum is contained and described in the MCPS PROGRAM OF STUDIES. Prekindergarten programs will use curricula which are designed to meet the needs of each program's student population. In presenting the curricula, teachers must have high expectations of all children and provide manageable challenges so as to promote early successes that promote self-esteem.

Early childhood staff will be moving in the direction of developmentally appropriate practice which includes the following:

a) Methods

- (1) Employing multiple teaching strategies
- (2) Presenting a variety of active learning experiences
- (3) Presenting the curriculum through themes, projects, learning centers, and social settings in order to integrate the contents
- (4) Nurturing and valuing creativity
- (5) Encouraging thinking, problem solving, and decision-making skills during all activities
- (6) Providing a balance between active and quiet periods
- (7) Emphasizing small group and individual instruction while keeping all groups flexible
- (8) Allowing for long enough blocks of time in the daily schedule for children to become involved and persevere in their activities
- (9) Integrating multicultural education in all facets of the program

b) Materials

- (1) Making available a large selection of age-appropriate and multi-perspective materials

- (2) Adapting materials and equipment, when necessary, to meet the developmental needs of a student
- (3) Emphasizing the use of hands-on activities, children's life experiences, concrete materials, and manipulatives

c) Student Involvement

- (1) Giving children choices and the opportunity to initiate activities
- (2) Recognizing play (both planned and spontaneous) as a valuable means for children to learn and develop
- (3) Assuring that opportunities are provided that help children develop initiative, responsibility, confidence, and independence
- (4) Infusing in all activities the opportunity for students to understand and use language with adults and other children

e) The Whole Child

- (1) Recognizing that learning also takes place outside of the classroom through neighborhood walks, on the playground, during field trips, in cultural arts programs, at home, etc.
- (2) Providing instruction for all children in special subjects including art, guidance, media, music, and physical education
- (3) Integrating the visual arts, the performing arts, and movement education in daily activities and these may themselves be a theme around which other content is integrated
- (4) Providing daily activities for gross motor physical development

5. ASSESSMENT

National associations and acknowledged experts in the field have expressed concern for what is the most appropriate means for assessing very young children. The use of recorded daily observations and the collection of samples of student work is frequently recommended.

This kind of informal assessment will be used to plan programs rather than for making decisions about a child's placement in a program. The early childhood program must be modified for every child rather than expecting all children to fit into an existing program.

Young children must experience success and, therefore, retention will be avoided.

MCPS supports these beliefs with the following directives:

- a) The early childhood programs will be flexible enough so that the issue of "readiness" is about the program, not the child. There is no single program for which every child must be ready. An appropriate program will be provided for every child.
- b) Teacher will assess regularly each child's cognitive, social, emotional, and physical development primarily through observations that are recorded. Special Education and Head Start programs may also utilize other appropriate assessment instruments.
- c) Recorded observations and samples of student work will be shared regularly with parents to keep them informed of their child's program and to involve parents in the educational process.
- d) In keeping with the philosophy that the pace of development varies from child-to-child and that children's feelings about themselves directly affect their learning, retention will be a rare exception in the early grades. This decision must involve the principal and staff in the Educational Management Team (EMT) process.
- e) The importance of early intervention to address young children's lack of expected development, knowledge, experiences, and skills has long been demonstrated. Staff will effectively use approved procedures to identify and intervene to provide the teacher and/or the student with the appropriate support to assist the student's success in school.
- f) It is expected that by the end of Grade 3 students will have attained the objectives listed in the PROGRAM OF STUDIES for Grade 3.

6. LEARNING ENVIRONMENT

Children learn best in an environment that is understanding of and responsive to them. Young children have special needs for their learning climate and the facilities in which that climate occurs.

a) The climate will:

- (1) Be healthy, safe, nurturing, compassionate, and respectful of each individual
- (2) Help children develop an understanding, sensitivity, comfort, and acceptance of others who have abilities or disabilities different from their own
- (3) Be organized to facilitate active and interactive exploration and cooperation
- (4) Encourage self-selection of materials and self-direction
- (5) Recognize the outdoors and use it as an important environment for learning
- (6) Include displays that are attractive, colorful, sensitive, multi-perspective, non-stereotypic, and age appropriate
- (7) Carefully and prominently show with pride the work of all students
- (8) View discipline as a means of helping students develop social skills and self-control
- (9) Employ guidance techniques to foster positive emotional growth that produces self-esteem, confidence, and a sense of belonging
- (10) Encourage risk taking and use errors as instructional tools
- (11) Include energy and enthusiasm in staff as well as in children
- (12) Provide young children with a continuum of time in which to learn
- (13) Promote smooth transitions from one grade level to another through communication among teachers and the sharing of pertinent information about the child's levels of development, learning styles, progress, special needs, etc.

b) Facilities

- (1) Furniture and equipment (including computers, calculators, etc.) will be selected for their appropriateness in terms of the students' ages, sizes, and developmental levels.
- (2) The use of materials and equipment to support curriculum goals will supersede concerns for the appearance and maintenance of the facility.
- (3) Kindergarten-sized classrooms will be provided for all prekindergarten classes whenever possible.

- (4) Rooms will be designated and planned for prekindergarten programs in new and existing schools and those programs will be given priority for continued occupancy.
- (5) Outdoor play areas will be designed for and then used primarily by young children.
- (6) Location of prekindergarten and kindergarten classrooms must support staff collaboration as well as education in the least restrictive environment.

7. PARENT AND COMMUNITY INVOLVEMENT

The family, school, and community all share responsibility for the education of children.

- a) It has been shown that parent involvement promotes student success and school improvement. Schools will:
 - (1) Abide by the policy on parental involvement and its regulations as it applies to early childhood education
 - (2) Welcome and involve parents in decision-making regarding all aspects of their young children's education
 - (3) Provide opportunities for parents to participate in curriculum decisions
 - (4) Offer a program to facilitate the transition of children from home or the private sector into the public schools
 - (5) Provide guidelines and training in early childhood instructional content and strategies for volunteers
- b) The importance of mutual gains from partnerships between the community and schools has been clearly demonstrated in recent years. Schools will be encouraged to:
 - (1) Promote public understanding of the importance of quality early childhood education through the media, school system publications, open houses, etc.
 - (2) Establish close communication and cooperation with child care and family care providers who serve our students and their families
 - (3) Collaborate with agencies that provide services to children and families
 - (4) Cooperate with local colleges and universities that offer early childhood programs

- (5) Encourage parent and non-parent volunteerism from community groups (e.g. retirees, business persons, scientists, and artisans)
- (6) Involve appropriate representatives from the community in developing curriculum

8. STAFF DEVELOPMENT

In order to provide quality early childhood education programs, all staff need regular opportunities to broaden their knowledge base, improve their skills, and keep abreast of new research, theories, trends, and practices. For this reason, MCPS will:

- a) Provide in-service training concerning curricular, developmentally appropriate practice, infusion of multiculturalism in the curricula, recent legislation, and continuing advances in early childhood education for all current staff with responsibility for young children's education
- b) Include the topic of developmentally appropriate practice in the pre-service training for new early childhood teachers
- c) Provide appropriate training in early childhood education for all principals but especially to those new to the position
- d) Provide a variety of training opportunities including credit courses, stipend training, school-based and area meetings on topics pertinent to early childhood education
- e) Promote system-wide coordination of all staff training, including collaborative efforts with colleges, universities, and other institutions that support research and training in early childhood education

C. REVIEW AND REPORTING

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Mrs. Hobbs assumed the chair.

Re: A MOTION BY MR. EWING TO AMEND THE
PROPOSED POLICY ON EARLY CHILDHOOD
EDUCATION

Mr. Ewing moved and Dr. Cheung seconded that the proposed policy on early childhood education be amended to substitute the following for 4. Coordination a):

The Early Childhood Unit shall provide overall guidance to all efforts that may affect children from pre-kindergarten through Grade 3.

RESOLUTION NO. 485-91 Re: TABLING OF PROPOSED AMENDMENT TO
THE POLICY ON EARLY CHILDHOOD
EDUCATION

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

RESOLVED, That Mr. Ewing's proposed amendment to the policy on early childhood education be tabled with the understanding that it would accompany the policy when the policy was sent out for public comment.

RESOLUTION NO. 486-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON EARLY CHILDHOOD EDUCATION

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

RESOLVED, That the proposed policy on early childhood education be amended by inserting the following as 3. HIGH PRIORITY PROGRAMS:

3. HIGH PRIORITY PROGRAMS

Among the programs which have been highly successful in meeting the needs of young children are Head Start, the Extended Elementary Education Program (EEEP) for four year-olds, kindergarten (both full-day and half-day), Chapter I and the MCPS program to provide instructional aides in selected classrooms in grades 1 and 2, all serving students in regular classrooms; and the Preschool Education Program (PEP) serving disabled pre-school children. These programs, each of which plays an integral part in the effort to enhance early childhood education, need to be sustained as they are integrated into a comprehensive early childhood program. Specifically, with regard to several of these programs:

- a) Head Start, a program operated for four year-old children in MCPS, needs to be available and accessible to every eligible child, as eligibility is defined in MCPS. In addition to Head Start which serves disadvantaged children, there is a recognized need for programs for all four year-old children in MCPS, utilizing the same approaches Head Start has used with appropriate modifications.
- b) All-day kindergarten needs to be expanded so that it is available to every child for whom it is an appropriate program. Its value is clear from an educational perspective, and research as well as MCPS experience demonstrate that it plays a valuable role in the education of young children, not as a substitute for day care, but as an opportunity for children to grow and develop in ways the half-day program does not typically allow.
- c) Chapter I, a program designed to meet the needs of economically disadvantaged children in kindergarten through grade 4, needs to be available and accessible to every eligible child in MCPS.
- d) The program to provide instructional aides in the classrooms in grades 1 and 2 has proven its worth by allowing classroom teachers to individualize instruction and to deal with a steadily more diverse population through the efforts of more than one adult in the classroom, needs to be expanded in two ways: (1) to all classrooms in grades 1 and 2, expanding first in those schools and classrooms where the need for added help is greatest, and (2) to kindergarten and to grade 3.
- e) (add a description of high priority existing special education early childhood programs)

The growth and development of these critically important programs will, of course, be subject to the availability of funding support from the County Council.

Mr. Ewing assumed the chair.

Re: A MOTION BY MRS. FANCONI TO AMEND
THE PROPOSED POLICY ON EARLY
CHILDHOOD EDUCATION

Mrs. Fanconi moved and Dr. Cheung seconded the following:

RESOLVED, That the proposed resolution on early childhood education be amended by substituting the following as the third paragraph under CURRICULUM AND INSTRUCTION:

Montgomery County Public Schools will adopt developmentally appropriate practice which includes the following:

RESOLUTION NO. 487-91 Re: TABLING OF PROPOSED MOTION BY MRS.
FANCONI TO AMEND THE POLICY ON
EARLY CHILDHOOD EDUCATION

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

RESOLVED, That the proposed motion by Mrs. Fanconi to amend the policy on early childhood education be tabled and sent out for public comment.

Mrs. Hobbs assumed the chair.

Re: A MOTION BY MR. EWING TO AMEND THE
PROPOSED POLICY ON EARLY CHILDHOOD
EDUCATION (FAILED)

The following motion by Mr. Ewing to amend the proposed policy on early childhood education failed of adoption with Mrs. Brenneman, Dr. Cheung, Mr. Ewing, and Mrs. Fanconi voting in the affirmative; Mrs. Hobbs voting in the negative:

RESOLVED, That the policy on early childhood education be amended to add "The Board of Education will receive from the superintendent a status report for each of the next three school years on policy implementation" as the first sentence under C. REVIEW AND REPORTING.

RESOLUTION NO. 488-91 Re: INCLUSION OF MR. EWING'S PROPOSED
AMENDMENT IN EARLY CHILDHOOD
EDUCATION POLICY DRAFT

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

RESOLVED, That Mr. Ewing's proposed amendment to the policy on early childhood education in C. REVIEW AND REPORTING be included in the draft sent out for public comment.

Mr. Ewing assumed the chair.

RESOLUTION NO. 489-91 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON EARLY CHILDHOOD
EDUCATION POLICY

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

RESOLVED, That the proposed resolution on the early childhood education policy be amended by the addition of the following Resolved clause:

RESOLVED, That this policy will be distributed for public comment by July 12 with Board final action scheduled for July 22.

RESOLUTION NO. 490-91 Re: TENTATIVE APPROVAL OF POLICY ON
EARLY CHILDHOOD EDUCATION

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

WHEREAS, There is a growing body of convincing evidence that shows that the pre-school and early school years are crucial for children and parents, since when children experience success in high quality early childhood programs, they acquire essential knowledge and skills and build positive attitudes toward learning that make future success more likely; and

WHEREAS, There is strong evidence derived largely from studies of Head Start and kindergarten programs that shows that effective early childhood programs do help diminish school dropouts, underachievement, youth pregnancy, unemployment, juvenile delinquency, and provide special support to students who are socially, economically and educationally at a relative disadvantage; and

WHEREAS, There is a special need in Montgomery County to strengthen early childhood education so that the programs are well-coordinated, designed to meet the need for coherent, integrated programs for children, and prepare children for achievement in higher grades; and

WHEREAS, Young children think, learn, and view the world differently from older children; and

WHEREAS, Young children differ from one another in many ways including their learning pace and levels of development; and

WHEREAS, Self-esteem is recognized as an important basis for success and success itself promotes the growth of self esteem; and

WHEREAS, Research indicates that parental involvement in a child's education can strengthen student achievement; and

WHEREAS, The Board of Education has expressed a commitment to enhance its Early Childhood Education Programs; now therefore be it

RESOLVED, That the Montgomery County Board of Education tentatively adopts the following policy on Early Childhood Education; and be it further

RESOLVED, That this policy will be distributed for public comment by July 12 with Board final action scheduled for July 22.

Early Childhood Education

A. PURPOSE

To establish early childhood education as a high priority for the Montgomery County Public Schools, given that there is a strong and growing body of evidence that successful programs during the pre-school and early school years lead to higher levels of success in school in later years, and that they also lead to a reduction in dropout rates, juvenile delinquency, teenage pregnancy, unemployment and other behaviors that impede a child's success in life

To reaffirm Montgomery County Public Schools strong commitment to quality early childhood education and to recognize the importance of early successes by developing readiness for each new experience, involving families in a child's education, creating a curriculum based on child development theory, building children's self-esteem, maintaining a well-trained and competent staff, and building partnerships with community groups to promote individual student success and provide early identification of educational problems and early intervention to increase the probability of that success

To establish a philosophy as a basis for planning, program implementation, and decision-making for young children

To set the expectations for early childhood education that include developmentally appropriate instructional practice, a supportive learning environment, an emphasis on multicultural education, parent and community involvement,

staff development, and coordination among all early childhood education programs

B. PROCESS AND CONTENT

1. DEFINITION

The National Association for the Education of Young Children, The National School Boards Association, and many other recognized organizations define early childhood education to be for children from birth to age eight.

In Montgomery County Public Schools early childhood education includes regular education programs that serve children from age three through Grade 3 and special education for children from birth through Grade 3.

2. PHILOSOPHY

An understanding of child development, appropriate instructional practices, and legislation (**suggestion to take the word "legislation" out and include references in the regulations**) provides the framework for early childhood education. This framework consists of the following four points:

a) Young Children Differ From Older Children

Young children's thinking, ways of learning, and view of the world are qualitatively different from older children and adults. These youngsters are active and concrete learners who construct knowledge through experiences and interactions with their environment. They are naturally curious and spontaneous. Their eagerness for discovery impels them to explore their world. They are also inherently social and learn from thoughtful and playful interactions with other children and with adults. **Suggested revision:** Children learn from interactions, and when there are teachers involved these interactions can be more constructive. For young children, learning is sensory--the result of seeing, feeling, manipulating, hearing, smelling, tasting, taking apart, constructing, and experimenting. Young children experience the world as an integrated whole, not fragmented into subject areas. Physical, cognitive, social, and emotional aspects of children's development and learning are intrinsically interrelated.

b) Young Children Differ From One Another

Although young children share similarities as a group, they differ remarkably from one another. Family background, culture, gender, personality, learning styles, interests, and abilities contribute to a child's individuality. Most children pass through the same sequence of developmental stages, but the pace of development varies from child to child. Moreover, development often does not proceed evenly. The cognitive, physical, social, and emotional levels of maturity may vary within the individual child.

c) Self-Esteem is Essential

Young children's feelings about themselves directly affect their learning and development. Early Childhood education programs nurture children's self-esteem by providing experiences of success, opportunities for self-direction and self-control, and a climate of trust and affection. Self-worth is also fostered by interactions which demonstrate appreciation for each child's individuality and ethnicity. Children need to be encouraged to take pride in their own cultural heritage while respecting other cultures.

d) Parents Play an Essential Role

Parents are their children's primary educators. They then share this responsibility when the child enters school. The interrelatedness of the roles of family and school requires a partnership involving communication, shared decision-making, and a variety of opportunities for parents to contribute to the educational process.

3. HIGH PRIORITY PROGRAMS

Among the programs which have been highly successful in meeting the needs of young children are Head Start, the Extended Elementary Education Program (EEEP) for four year-olds, kindergarten (both full-day and half-day), Chapter I and the MCPS program to provide instructional aides in selected classrooms in grades 1 and 2, all serving students in regular classrooms; and the Preschool Education Program (PEP) serving disabled pre-school children. These programs, each of which plays an integral part in the effort to enhance early

childhood education, need to be sustained as they are integrated into a comprehensive early childhood program. Specifically, with regard to several of these programs:

- a) Head Start, a program operated for four year-old children in MCPS, needs to be available and accessible to every eligible child, as eligibility is defined in MCPS. In addition to Head Start which serves disadvantaged children, there is a recognized need for programs for all four year-old children in MCPS, utilizing the same approaches Head Start has used with appropriate modifications.
- b) All-day kindergarten needs to be expanded so that it is available to every child for whom it is an appropriate program. Its value is clear from an educational perspective, and research as well as MCPS experience demonstrate that it plays a valuable role in the education of young children, not as a substitute for day care, but as an opportunity for children to grow and develop in ways the half-day program does not typically allow.
- c) Chapter I, a program designed to meet the needs of economically disadvantaged children in kindergarten through grade 4, needs to be available and accessible to every eligible child in MCPS.
- d) The program to provide instructional aides in the classrooms in grades 1 and 2 has proven its worth by allowing classroom teachers to individualize instruction and to deal with a steadily more diverse population through the efforts of more than one adult in the classroom, needs to be expanded in two ways: (1) to all classrooms in grades 1 and 2, expanding first in those schools and classrooms where the need for added help is greatest, and (2) to kindergarten and to grade 3.
- e) (add a description of high priority existing special education early childhood programs)

The growth and development of these critically important programs will, of course, be subject to the availability of funding support from the County Council.

4. COORDINATION

Programs for young children are located in elementary schools for Kindergarten through Grade 3. They are also found in prekindergarten programs located in elementary schools, in high school child development courses, in the child care center at the Edison Career Center, and in adult education offerings at a variety of locations. Decisions about curriculum, special education, construction, transportation, selection of books and materials, etc., often affect early childhood education. With so many on-going efforts, coordination, collaboration, and cooperation are essential for cohesion.

- a) The Early Childhood Unit will be included in all efforts that may affect children from prekindergarten through Grade 3.

Suggested revision:

- a) The Early Childhood Unit shall provide overall guidance to all efforts that may affect children from pre-kindergarten through Grade 3.
- b) Efforts to promote, coordinate, cooperate, and collaborate the many early childhood programs will be the responsibility of the Early Childhood Unit.
(this sentence to be reworded)
- c) Communication between special and regular education school staff is essential. Each school will establish a process for that communication to take place.

5. CURRICULUM AND INSTRUCTIONAL PRACTICES

Early childhood curricula will be designed to translate the stated philosophy into instructional practice recognizing that all children can learn and must have an equal opportunity to achieve in school. Their expected wide range of abilities, developmental levels, interests, backgrounds, learning styles, and experiences will be welcomed and used to plan programs that ensure success for every child.

For Kindergarten through Grade 3, the curriculum is contained and described in the MCPS PROGRAM OF STUDIES. Prekindergarten programs will use curricula which are designed to meet the needs of each program's student population. In presenting the curricula, teachers must have high expectations of all children and provide

manageable challenges so as to promote early successes that promote self-esteem.

Early childhood staff will be moving in the direction of developmentally appropriate practice which includes the following:

Suggested revision:

Montgomery County Public Schools will adopt developmentally appropriate practice which includes the following:

a) Methods

- (1) Employing multiple teaching strategies
- (2) Presenting a variety of active learning experiences
- (3) Presenting the curriculum through themes, projects, learning centers, and social settings in order to integrate the contents
- (4) Nurturing and valuing creativity
- (5) Encouraging thinking, problem solving, and decision-making skills during all activities
- (6) Providing a balance between active and quiet periods
- (7) Emphasizing small group and individual instruction while keeping all groups flexible
- (8) Allowing for long enough blocks of time in the daily schedule for children to become involved and persevere in their activities
- (9) Integrating multicultural education in all facets of the program

b) Materials

- (1) Making available a large selection of age-appropriate and multi-perspective materials
- (2) Adapting materials and equipment, when necessary, to meet the developmental needs of a student
- (3) Emphasizing the use of hands-on activities, children's life experiences, concrete materials, and manipulatives

c) Student Involvement

- (1) Giving children choices and the opportunity to initiate activities
- (2) Recognizing play (both planned and spontaneous) as a valuable means for children to learn and develop

- (3) Assuring that opportunities are provided that help children develop initiative, responsibility, confidence, and independence
- (4) Infusing in all activities the opportunity for students to understand and use language with adults and other children

e) The Whole Child

- (1) Recognizing that learning also takes place outside of the classroom through neighborhood walks, on the playground, during field trips, in cultural arts programs, at home, etc.
- (2) Providing instruction for all children in special subjects including art, guidance, media, music, and physical education
- (3) Integrating the visual arts, the performing arts, and movement education in daily activities and these may themselves be a theme around which other content is integrated
- (4) Providing daily activities for gross motor physical development

6. ASSESSMENT

National associations and acknowledged experts in the field have expressed concern for what is the most appropriate means for assessing very young children. The use of recorded daily observations and the collection of samples of student work is frequently recommended.

This kind of informal assessment will be used to plan programs rather than for making decisions about a child's placement in a program. The early childhood program must be modified for every child rather than expecting all children to fit into an existing program. Young children must experience success and, therefore, retention will be avoided.

MCPS supports these beliefs with the following directives:

- a) The early childhood programs will be flexible enough so that the issue of "readiness" is about the program, not the child. There is no single program for which every child must be ready. An appropriate program will be provided for every child. **(staff to expand this paragraph)**

- b) Teachers will assess regularly each child's cognitive, social, emotional, and physical development primarily through observations that are recorded. Special Education and Head Start programs may also utilize other appropriate assessment instruments.
- c) Recorded observations and samples of student work will be shared regularly with parents to keep them informed of their child's program and to involve parents in the educational process.
- d) In keeping with the philosophy that the pace of development varies from child-to-child and that children's feelings about themselves directly affect their learning, retention will be a rare exception in the early grades. This decision must involve the principal and staff in the Educational Management Team (EMT) process.
- e) The importance of early intervention to address young children's lack of expected development, knowledge, experiences, and skills has long been demonstrated. Staff will effectively use approved procedures to identify and intervene to provide the teacher and/or the student with the appropriate support to assist the student's success in school.
- f) It is expected that by the end of Grade 3 students will have attained the objectives listed in the PROGRAM OF STUDIES for Grade 3.

7. LEARNING ENVIRONMENT

Children learn best in an environment that is understanding of and responsive to them. Young children have special needs for their learning climate and the facilities in which that climate occurs.

- a) The climate will:
 - (1) Be healthy, safe, nurturing, compassionate, and respectful of each individual
 - (2) Help children develop an understanding, sensitivity, comfort, and acceptance of others who have abilities or disabilities different from their own
 - (3) Be organized to facilitate active and interactive exploration and cooperation
 - (4) Encourage self-selection of materials and self-direction

- (5) Recognize the outdoors and use it as an important environment for learning
- (6) Include displays that are attractive, colorful, sensitive, multi-perspective, non-stereotypic, and age appropriate
- (7) Carefully and prominently show with pride the work of all students
- (8) View discipline as a means of helping students develop social skills and self-control
- (9) Employ guidance techniques to foster positive emotional growth that produces self-esteem, confidence, and a sense of belonging
- (10) Encourage risk taking and use errors as instructional tools
- (11) Include energy and enthusiasm in staff as well as in children
- (12) Provide young children with a continuum of time in which to learn
- (13) Promote smooth transitions from one grade level to another through communication among teachers and the sharing of pertinent information about the child's levels of development, learning styles, progress, special needs, etc.

b) Facilities

- (1) Furniture and equipment (including computers, calculators, etc.) will be selected for their appropriateness in terms of the students' ages, sizes, and developmental levels.
- (2) The use of materials and equipment to support curriculum goals will supersede concerns for the appearance and maintenance of the facility.
- (3) Kindergarten-sized classrooms will be provided for all prekindergarten classes whenever possible.
- (4) Rooms will be designated and planned for prekindergarten programs in new and existing schools and those programs will be given priority for continued occupancy.
- (5) Outdoor play areas will be designed for and then used primarily by young children.
- (6) Location of prekindergarten and kindergarten classrooms must support staff collaboration as well as education in the least restrictive environment.

8. PARENT AND COMMUNITY INVOLVEMENT

The family, school, and community all share responsibility for the education of children.

Suggested revision:

Parents, family, and community are supporters and contributors to successful student learning and achievement.

- a) It has been shown that parent involvement promotes student success and school improvement. Schools will:
- (1) Abide by the policy on parental involvement and its regulations as it applies to early childhood education
 - (2) Welcome and involve parents in decision-making regarding all aspects of their young children's education
 - (3) Provide opportunities for parents to participate in curriculum decisions
 - (4) Offer a program to facilitate the transition of children from home or the private sector into the public schools
 - (5) Provide guidelines and training in early childhood instructional content and strategies for volunteers
- b) The importance of an mutual gains from partnerships between the community and schools has been clearly demonstrated in recent years. Schools will be encouraged to:
- (1) Promote public understanding of the importance of quality early childhood education through the media, school system publications, open houses, etc.
 - (2) Establish close communication and cooperation with child care and family care providers who serve our students and their families
 - (3) Collaborate with agencies that provide services to children and families
 - (4) Cooperate with local colleges and universities that offer early childhood programs
 - (5) Encourage parent and non-parent volunteerism from community groups (e.g. retirees, business persons, scientists, and artisans)
 - (6) Involve appropriate representatives from the community in developing curriculum

9. STAFF DEVELOPMENT

In order to provide quality early childhood education programs, all staff need regular opportunities to broaden their knowledge base, improve their skills, and keep abreast of new research, theories, trends, and practices. For this reason, MCPS will:

- a) Provide in-service training concerning curricular, developmentally appropriate practice, infusion of multiculturalism in the curricula, recent legislation, and continuing advances in early childhood education for all current staff with responsibility for young children's education
- b) Include the topic of developmentally appropriate practice in the pre-service training for new early childhood teachers
- c) Provide appropriate training in early childhood education for all principals but especially to those new to the position
- d) Provide a variety of training opportunities including credit courses, stipend training, school-based and area meetings on topics pertinent to early childhood education
- e) Promote system-wide coordination of all staff training, including collaborative efforts with colleges, universities, and other institutions that support research and training in early childhood education

Suggested wording:

Montgomery County Public Schools will seek the resources required to achieve the objectives of this policy.

C. REVIEW AND REPORTING

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Suggested wording change:

The Board of Education will receive from the superintendent a status report for each of the next three school years on policy implementation. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Re: EXECUTIVE SESSION

The Board met in executive session from 12:30 p.m. to 2:20 p.m. to discuss personnel, legal issues, and calendar. Mrs. DiFonzo joined the meeting during executive session.

*Mrs. DiFonzo temporarily left the meeting at this point.

RESOLUTION NO. 491-91 Re: RESOLUTION FOR APPROVAL OF
EXPLORING THEATRE, GRADE 7, AND
EXPERIENCING THEATRE, GRADE 8

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

WHEREAS, The public school laws of Maryland specify that the county superintendent shall prepare courses of study and recommend them for adoption by the county board (THE ANNOTATED CODE OF THE PUBLIC GENERAL LAWS OF MARYLAND EDUCATION [Volume], Sec. 4-205; and

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

WHEREAS, The PROGRAM OF STUDIES, is the document that contains 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 with considering recommendations for curriculum change, has recommended approval of the courses Exploring Theatre, Grade 7, and Experiencing Theatre, Grade 8, after a successful pilot program in six mid-level schools; and

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

RESOLVED, That the Board of Education approve the courses Exploring Theatre, Grade 7, and Experiencing Theatre, Grade 8, for inclusion in the MCPS PROGRAM OF STUDIES, to become effective for the 1991-92 school year.

Public Address System and Speakers
 Belmont, Piney Branch, and Weller Rd. Elem.
 Schools, Poolesville Jr/Sr High School, and Carl
 Sandburg Center
 LOW BIDDER: A-Com, Inc. 30,208

Aluminum Stadium Bench System
 Wheaton High School
 LOW BIDDER: Modern Doors and Equip. Sales, Inc. 13,749

RESOLUTION NO. 494-91 Re: ENERGY MANAGEMENT SYSTEM
 INSTALLATION AT RICHARD MONTGOMERY
 HIGH SCHOOL

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

WHEREAS, Sealed bids from the following vendors were received on
 May 16, 1991, to install an energy management system at Richard
 Montgomery High School:

BIDDER	AMOUNT
Systems 4, Inc.	\$147,100
Barber-Colman Pritchett, Inc.	156,815

and

WHEREAS, The installation will commence in July and be completed
 by November 8, 1991; and

WHEREAS, The low bidder, Systems 4, Inc., has successfully
 completed similar projects for Montgomery County Public Schools;
 and

WHEREAS, The low bid is below the staff estimate of \$150,000, and
 sufficient funds are available to award this contract; now
 therefore be it

RESOLVED, That a \$147,100 contract be awarded to Systems 4, Inc.,
 for the installation of an energy management system at Richard
 Montgomery High School, in accordance with plans and
 specifications developed by Von Otto and Bilecky, Professional
 Corporation.

SCHOOL	BIDDER	BID
Brown Station ES	Barco Enterprises, Inc.	\$111,419
	LVI Environmental Services	210,510
	Asbestos Environmental Svcs.	228,800
Carderock Springs ES	LVI Environmental Services	21,200
	Barco Enterprises, Inc.	22,076
	Asbestos Environmental Svcs.	27,976
Cresthaven ES	LVI Environmental Services	24,529
	Barco Enterprises, Inc.	26,468
	Asbestos Environmental Svcs.	29,460
Strathmore ES	Barco Enterprises, Inc.	56,500
	LVI Environmental Services	90,655
	Asbestos Environmental Svcs.	95,200
Robert Frost IS	LVI Environmental Services	26,050
	Barco Enterprises, Inc.	31,502
	Asbestos Environmental Svcs.	33,433
Gaithersburg HS	Barco Enterprises, Inc.	20,427
	LVI Environmental Services	21,840
	Asbestos Environmental Svcs.	29,800

and

WHEREAS, The low bidders, LVI Environmental Services, Inc., and Barco Enterprises, Inc., have successfully completed similar projects for Montgomery County Public Schools; and

WHEREAS, The bids are below the staff estimates of \$200,000 for Brown Station ES, \$36,400 for Carderock Springs ES, \$42,000 for Cresthaven ES, \$105,000 for Strathmore ES, \$40,200 for Robert Frost IS, and \$30,000 for Gaithersburg HS, and funds are available to award the contracts; now therefore be it

RESOLVED, That contracts for \$111,419 for Brown Station ES, \$56,500 for Strathmore ES, and \$20,427 for Gaithersburg HS, be awarded to Barco Enterprises, Inc.; and contracts for \$21,300 for Carderock Springs ES, \$24,529 for Cresthaven ES, and \$26,050 for Robert Frost IS, be awarded to LVI Environmental Services, Inc.

RESOLUTION NO. 497-91 Re: RELOCATION OF STATE-OWNED MODULARS

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

WHEREAS, On May 22, 1991, the following bid was received for the relocation of eight state-owned modular classrooms from Benjamin

Banneker Middle School, and Stedwick, Clopper Mill, and Westover elementary schools to Tilden Intermediate School at Woodward Center; which will begin in June and be completed by September 1, 1991:

BIDDER	AMOUNT
J & L Services	\$130,000

and

WHEREAS, J & L Services has performed similar projects satisfactorily for Montgomery County Public Schools; and

WHEREAS, The bid is within the staff estimate of \$140,000, and the State Interagency Committee has agreed to accept a single bid and to pay its share of the cost to relocate the classrooms; now therefore be it

RESOLVED, That a \$130,000 contract be awarded to J & L Services for the relocation of state-owned modular classrooms, in accordance with plans and specifications prepared by the Department of School Facilities in conjunction with Fox/Hanna Architects; and be it further

RESOLVED, That a copy of this bid be forwarded to the State Interagency Committee for formal approval.

RESOLUTION NO. 498-91 Re: AWARD OF CONTRACT - MODULAR CLASS-ROOMS - TILDEN INTERMEDIATE SCHOOL AT WOODWARD CENTER

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

WHEREAS, Bids were received on May 30, 1991, for the preparation work to receive modular classrooms for Tilden Intermediate School at Woodward Center; which will begin in June and be completed by August 15, 1991:

BIDDER	AMOUNT
1. Heritage Builders, Inc.	\$139,600
2. The McAlister-Schwartz Company	150,800
3. Fredericksburg Construction Co., Inc.	170,000
4. Ernest R. Sines	173,980
5. Hess Construction Co., Inc.	174,900
6. CKS, Inc.	180,443
7. Smith & Haines, Inc.	191,875
8. Northwood Contractors, Inc.	227,000

and

1991 categorical transfer of \$44,745 within the MCPS Drug-Free Schools and Communities Project, as funded by the United States Department of Education (USDE) through the Maryland State Department of Education (MSDE) under the Drug-Free Schools and Communities Act of 1986 and the Omnibus Drug Act of 1988 in the following categories:

CATEGORY	FROM	TO
01 Administration	\$12,373	
02 Instructional Salaries	12,889	
03 Other Instructional Costs		\$44,245
07 Student Transportation		500
10 Fixed Charges	19,483	
Total	<u>\$44,745</u>	<u>\$44,745</u>

and be it further

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

RESOLUTION NO. 503-91 Re: SUBMISSION OF AN FY 1991 GRANT FOR EISENHOWER PROJECTS IN SCIENCE AND MATHEMATICS AT BLAIR HIGH SCHOOL

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1992 grant proposal for a three-year project for \$500,000 to the United States Department of Education (USDE) for the Eisenhower Projects in Science and Mathematics at Blair High School to develop a national curriculum and outreach program for computational methods in secondary science; and be it further

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

RESOLUTION NO. 504-91 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mrs. Fanconi, 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. 505-91 Re: EXTENSION OF SICK LEAVE

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mrs. Fanconi, 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 Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated:

NAME	POSITION AND LOCATION	NO. OF DAYS
Krieg, Monica	School Secretary II T. W. Pyle Middle School	20

RESOLUTION NO. 506-91 Re: DEATH OF MRS. JUDITH M. FORD,
CLASSROOM TEACHER AT POOLESVILLE
JR./SR. HIGH SCHOOL

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

WHEREAS, The sudden death on May 21, 1991, of Mrs. Judith M. Ford, a classroom teacher at Poolesville Jr./Sr. High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Ford was a math teacher at Poolesville Jr./Sr. High School for more than eight years and demonstrated an exceptional understanding of and concern for her students as well as an enthusiasm for her subject matter; and

WHEREAS, Mrs. Ford planned and executed instruction in a very skilled manner and was a positive contributor to the overall school program; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mrs. Judith M. Ford and extend deepest sympathy to her family; and be it further

RESOLVED, That this resolution be made part of the minutes of this meeting and a copy be forwarded to Mrs. Ford's family.

RESOLUTION NO. 507-91 Re: DEATH OF MRS. ELLA P. JOHNSON,
SPECIAL EDUCATION INSTRUCTIONAL
ASSISTANT, GALWAY ELEMENTARY SCHOOL

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

WHEREAS, The sudden death on May 12, 1991, of Mrs. Ella P. Johnson, a special education instructional assistant at Galway Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In more than 17 years of employment, Mrs. Johnson was highly perceptive and demonstrated this in her interactions with classroom teachers and students; and

WHEREAS, Mrs. Johnson always went beyond her duties, doing whatever was needed, was very creative, and always found new ways to help the children; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mrs. Ella P. Johnson and extend deepest sympathy to her family; and be it further

RESOLVED, That this resolution be made part of the minutes of this meeting and a copy be forwarded to Mrs. Johnson's family.

RESOLUTION NO. 508-91 Re: DEATH OF MRS. LINDA H. McCONNELL,
INSTRUMENTAL MUSIC TEACHER, OLNEY
ELEMENTARY SCHOOL

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

WHEREAS, The death on May 12, 1991, of Mrs. Linda H. McConnell, an instrumental music teacher at Olney Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. McConnell was with Montgomery County Public Schools for more than ten years and demonstrated an exceptional understanding and concern for her students as well as an enthusiasm for her subject matter; and

WHEREAS, Mrs. McConnell was an accomplished musician who planned and instructed in a very skilled manner and was a positive contributor to the overall school program; now therefore be it

Alan Stein	Principal Kensington- Parkwood ES	Principal Clarksburg ES Effective: 7-1-91
Aileen Craig	Elementary Super- visor of Instruc. Area 2	Principal Highland ES Effective: 7-1-91

Re: MONTHLY FINANCIAL REPORT

Dr. Pitt explained that the financial picture had not changed; however, they were moving closer to ensuring a solvent fiscal condition at the end of the fiscal year. He commented that Mr. Larry Bowers, budget director, had done an exceptional job of staying on top of the fiscal picture, and he complimented Mr. Bowers and his staff.

Re: SCHOOL CONSTRUCTION UPDATE

Dr. Pitt reported that Mrs. Hobbs had instituted the process of coming up with these reports on school construction during the summer months.

Mr. Richard Hawes, director of the Division of Construction, explained that during the past year a group of staff met to coordinate the moving-in activities for the schools being constructed or modernized. The majority of the schools would be ready for occupancy in July; however, Viers Mill would not be ready until early August. They had some problems starting construction on this school because of storm water management, and during demolition asbestos was found. The contractor was making a valiant effort to keep the project moving so that they could open the school in September.

*Mr. Chang joined the meeting at this point.

Dr. Pitt commented that this year the staff had an enormous job and they were using some creative ways of solving problems. He said there was not a private operation in the country that could do this job as well as MCPS staff.

Mrs. Hobbs asked about moving schools out of a holding school and moving other schools in when the first school could not be received because of construction schedules. For example, they could not move into the newly renovated Viers Mill yet Travilah had to be moved into Grosvenor. Mr. Hawes replied that Giles Benson was working on this and was storing furniture where there was room. There was a very detailed schedule for all these interfaces. Dr. Philip Rohr, associate superintendent, added that they were also renting trailers to be used when they had no holding space. He believed that this was the most complex move they had ever undertaken.

Mrs. Hobbs asked whether the school year would end early for any of those schools directly affected in a move. Mr. Hawes replied that he was not aware of any plans to end the year early. Mrs. Fanconi thought it would be important for the Board to have a written report about this massive undertaking by staff. She thought it was important to acknowledge the kinds of efforts that were going on this year. Dr. Pitt said they would be happy to do this.

Re: PROPOSED POLICY ON RENOVATIONS AND
MODERNIZATIONS

Dr. Pitt explained that the County Council had put modernization projects into a new category called, "Current Modernizations/Renovations," and asked MCPS to consider whether renovations which could cost up to 25 percent less than modernizations would accommodate school system needs. Modernizations meant bringing buildings up to code and current educational specifications. Renovations were intended to correct systemic needs of aging facilities and bring buildings up to code. The staff had debated this issue and had discussed this with the general public. While they wanted to be economical, the superintendent's recommendation was to reduce the number of projects each year and modernize rather than renovate. He was recommending that the Board have some public discussion to get some input on this. He had asked staff to look at ways to economize on modernizations; however, they had been reducing costs from where they were a few years ago.

Dr. Rohr introduced Ms. Ann Briggs, director of planning. He said that the paper contained information about PLAR, roof replacement, and mechanical systems projects. In the past three years they had been making a major renovation effort. The County Council and county executive had been very supportive of efforts in that regard. They would see the fruits of those efforts in ensuing modernizations. He explained that the dilemma they were faced with was not caused by the generic project description form. The real factors that were causing their inability to do as many modernizations as the Board had requested was the limitation on funding for modernizations and the limitation on the availability of holding schools. Not having Peary available for 92-93 and 93-94 had an impact on their ability to accomplish modernizations.

Ms. Briggs said the issue was not a new one. The Council and county executive had been looking closely at their whole modernization schedule since about 1983 when they had finished the school closing process. Almost 60 schools were taken out of their inventory; however, most of these were older schools. The county executive's staff had pointed out that many of the schools remaining were built in the 1950's and 1960's and would require a significant investment in terms of modernizations. It was

suggested then that the school system look at ways to cut back on modernizations. In 1985 the Gelman task force reviewed and compared projects with those of other counties. For the most part, there was agreement that modernizations had to continue if there were to be equity in facilities throughout the county; however, the task force also made suggestions about maintenance. This resulted in an expanded effort by MCPS in the area of maintenance to protect investments in school buildings. Before they got to major projects in PLAR, they had a systematic building maintenance program on an annual basis. This was an on-going day-to-day effort that tried to protect the buildings. PLAR was used to replace major systems, and the county government had supported this. In addition to PLAR, mechanical systems, and roof replacement, they had a series of other countywide projects ranging from energy conservation, handicapped accessibility, and hazard abatement to get at the quality of the physical buildings.

Ms. Briggs pointed out that schools scheduled for PLAR were not on the modernization schedule. Around the end of the decade, the PLAR efforts would begin to show up. When those schools came on line for modernization, there should be a significant decrease in costs because of the quality maintenance performed along the way.

Ms. Briggs said the staff had looked at all aspects of modernization and renovations. Last fall the Council had directed them to consider a 5 percent cut in modernizations, and as a result of that they had studied spaces in schools and how they were used. Their conclusion was that if they reduced or eliminated areas which were in their standards, they would create a significant difference between modernized schools in the downcounty and the newer schools in the growth areas. In addition, they had visited nearby jurisdictions and found these systems were moving toward modernizations. As a result, the staff felt they should move ahead with modernizations although the number of holding schools would limit the number of modernizations. Their schedule would have to be reduced by as many as four projects a year by 1994.

Ms. Briggs felt they had to get this information out to the various school communities so that they would understand the difficulties the Board would be facing in making these recommendations. Every May they met with clusters to go over the coming issues, and this had been identified as an issue. Initially the response from the cluster leadership had been to do fewer schools, but modernize them.

Mrs. Brenneman stated that she would echo what they just heard about modernizations. When she had visited schools and the question had come up, the people had said they would rather wait for a modernization because of the educational benefits and the equity issue.

Dr. Cheung asked about the life cycle for replacement of renovated versus modernized schools. Dr. Rohr replied that from a physical point of view if they did a complete renovation the physical systems would have the same life span as those done through a modernization. However, there would not be any educational improvements to the building. For example, the media center would continue to be a library.

Mrs. Fanconi said there were several issues. One was the need for core. It was clear during the education committee discussions that some of the members understood the need for core, but the new Council members were less knowledgeable about the impact on the media center, the administrative office space, conference rooms, etc., when a new classroom wing was added. All of those things meant they were not able to deliver the same quality of services if those same children were in a new school. She felt there needed to be a public discussion with some principals participating who had worked in various situations.

Mrs. Fanconi wanted people to understand the impact of delaying four to six modernization projects per year. That meant that one year they would put off six, and the next year there would be 12. She pointed out that the generic PDF process was one that gave them money but not enough to do everything they needed. She believed there needed to be a lot of work with the communities to assist them to understand the situation and not have one community fighting another community.

Dr. Pitt stated that the Council had provided 25 percent less money and had said to renovate, but they had to consider the issues of equity and program. The second issue might be of a six or seven year duration because of the impact of Council support of PLAR and other programs. Dr. Rohr pointed out that at some point in the not-too-distant future they would get to the point when they were hardly building new schools. Now they were dealing with the fact that in 1960 to 1964 they opened 25 schools, and in the period from 1965 to 1969 they opened 31 schools. In the six-year program, all of those schools would be reaching the age where something would have to be done to them. They were also growing at the rate of 5,000 students per year.

Mrs. Hobbs said they should emphasize how important it was for individual PTAs to be unified as to what they really meant by renovation versus modernization. The Council received a great deal of letters supporting specific projects, and some PTAs used "renovation" when they meant "modernization." It was important for the PTAs to use those terms appropriately.

Mrs. Hobbs commented that last month it was difficult for the Board to make some choices. She knew they would have a lot more choices in the future about which schools moved forward to be modernized. They had to be honest with individual schools that

enrollment was a big factor in what schools got dropped. If a school's enrollment was not growing, that school was likely to be delayed.

Dr. Pitt observed that the Board was going to have to make a decision as to which way to go. After the decision was made, there had to be good communication with everyone. Mr. Ewing pointed out that the superintendent had not provided them with a proposed policy because he was recommending they continue with modernizations. The Council had told the Board it should have a policy on renovations and modernizations and have some criteria for deciding when to do one or the other. He thought there was a way to deal with the issues honestly which might also have the advantage of educating the Council and giving the Board and the public a better idea of the distinctions among the things they did. He had sent the Board a memo in February on this subject which spelled out the categories for improvements to schools ranging from simple maintenance actions through total modernizations. It committed the school system to doing all of those at appropriate times, under appropriate circumstances, and in accord with some criteria. For example, they might have a 30-year-old school with adequate room sizes, spaces, and capacity. They might say they would modernize the building, but it didn't mean they would expand the media center or add a lot of individual spaces. He asked why they could not define this as a renovation in their policy. Another example would be when they were adding to an old building with no spaces for art, music, reading, etc. They might be tearing part of the building down and adding to it to meet standards, and this could be a modernization. In addition, they did partial renovations with the PLAR funds.

Mr. Ewing explained that these were approaches which other large construction organizations used. They were used in the Defense Department. It seemed to him they could make their point about the necessity for maintaining a commitment to modernization, and at the same time they could define circumstances when renovations would be legitimate and desirable. These might be very few in number, but the criteria would be there for that category. This would enable them to explain what they were doing to the public and the Council. This would also justify their needs. He thought this was worth consideration and would give them a defensible policy statement.

Dr. Rohr commented that the idea of a continuum was worthwhile. They had used these arguments three years ago when they obtained the funds for PLAR. He thought they could develop something on a continuum and provide justification for modernizations and PLAR and other system replacements.

Mrs. Fanconi asked when they would have the needs assessment, and Dr. Rohr replied that it would be available in November. This

information would be available to the public at large. Mrs. Fanconi hoped that it would include a description of the criteria used and how decisions were reached. This gave the community an opportunity to understand why some schools had an urgent need. She asked whether the Board needed to vote on anything, and Dr. Rohr replied that they needed to proceed with planning on a number of projects. They would be developing a policy statement for Board consideration this summer. Mr. Ewing asked that the Board be provided with information on a timeframe for this process as well as how the Board could obtain public comment. Mrs. Brenneman pointed out that it would be difficult to obtain comments from the PTAs during the summer months. Ms. Briggs explained that through the cluster process, the PTAs had been alerted to some of these issues. Mr. Ewing asked that the Board be provided with a timetable for discussion during its agenda-setting meeting.

Re: ANNUAL REPORT OF THE TITLE IX/
GENDER EQUITY COMMITTEE

Ms. Connie Tonat, co-chair of the committee, introduced Toni Negro, co-chair; Stuart Ritter, Betty Montgomery, Joy Odom, liaison; Raphaela Best, and Nancy Rea. Their first recommendation was that gender equity be a major focus within the goals and policies adopted by the Board. They recommended that the MCPS Management Plan incorporate gender and gender equity issues as an integral part of every planning goal. They asked that gender equity be incorporated as a major focus as the Office of Instruction and Program Development reviewed and revised curriculum materials.

Ms. Tonat said that last year they had recommended that all MCPS reports relating to student achievement, course enrollment, test results, and participation in extracurricular activities include data by gender, as well as by race or minority status. They had included that recommendation in this year's report. Between 1980 and 1990, gender had become a significant issue in restructuring education. The AAUW report studied 3,000 children from ages 9 to 15, which included some children in MCPS. Using focus groups and the responses of children, they demonstrated that girls suffered a tremendous decline in self-esteem between the ages of 9 and 15. The study pointed out that the family and school had the greatest impact on these children rather than peers. If schools had the greatest impact on children, then gender equity initiatives should be priorities. They should make sure that gender issues and opportunities for both girls and minority boys were given top priority.

Ms. Tonat stated that most of them perceived people as members of groups. If they were going to eliminate the barriers to educational participation of girls and minorities, they were going to have to make the issue of gender an important focus.

Another repeat recommendation was to have clear statistical evidence of enrollment, test results, and participation. It was in the classroom that the most subtle kinds of sexist attitudes and behaviors were most likely to occur. Counselors and teachers were very influential on esteem and career choices. They should include the Gender Expectation Student Achievement Model in staff training efforts. Ms. Tonat said it would be great if the committee had an opportunity to discuss with the Board some of the policies and goals for getting gender concerns on the front burner of initiatives.

On behalf of the Board, Mrs. Fanconi thanked the committee for its hard work. She also thanked them for their letters on major issues. She asked about the number of GESA trainers in the school system and when they did the training. Dr. Vance indicated that they could get this information from the Department of Human Relations. Mrs. Fanconi said she would like to know what personnel had been trained and how the decision was made to provide this training. She also asked about other opportunities to use the GESA training. Dr. Pitt replied that they had a number of workshops during the summer involving counselors and others that got into sex equity issues, but he did not know whether they used a specific training program.

Ms. Odom reported that they had one trainer in the Vocational Education Department. They also had the developer of GESA come to the sex equity workshops which were offered at the high school level. There was a lot of interest in this training, but funds were not available to provide it. Mrs. Fanconi asked whether they had the capability to train trainers or whether they had to do this outside. Ms. Best commented that she had been trained in the GESA process, but she had never used these skills. She was the instructor for the sex role stereotyping course which had been offered for 21 years in Montgomery County. However, it would take hundreds of years to train MCPS personnel given the number of times the course was offered and the number of participants.

Mr. Ewing pointed out that they now had data on race and ethnic group regarding test results and participation in extracurricular activities. He asked about the additional burden to obtain data for female and male students. He said that their sixth recommendation was an interesting idea and one the Board should consider. The problem was finding the time to do anything other than respond to the crisis of the moment and have monthly business meetings. He suggested that they look at this at the next agenda-setting meeting.

Mrs. Fanconi noted that the superintendent would be bringing the Board some recommendations on implementing the minority education plan, and gender was included. She did not think it would be possible to schedule a worksession on gender equity, and she

suggested that the committee send its strategies for gender equity to the superintendent. Mr. Ewing hoped they might have an hour to address this issue if they had the strategies in advance. He asked the superintendent to provide information on the costs of training people in the GESA model. Dr. Pitt indicated that staff would supply this information; however, there might be other models that were less costly and would get them moving in that area.

Mrs. Fanconi pointed out that the Board was considering a major policy in early childhood development, and she wondered about the possibility of the committee's reviewing this and other policies.

In regard to the third recommendation, Mr. Ewing assumed that they were referring to the individual school management plans. Ms. Negro commented that gender equity issues were not present in the individual school management plans. It was not required, but they had found that schools very often developed strategies which addressed gender equity issues. Mr. Ewing asked Dr. Pitt to look at this and see if there was an appropriate way to address this issue. Dr. Pitt called attention to Attachment B of the report which indicated it was a mixed bag, and there were some criteria established in the management plans.

Mr. Ewing thanked the committee for its report and assure the committee that the Board would be in touch with them.

Re: FINAL REPORT OF THE PARENT
INVOLVEMENT WORK GROUP

Dr. Pitt introduced Dr. Cora Neighbors, the chair of the committee. Committee members present were Ms. Betty Collins, Mrs. Vicki Rafel, Mr. Alex Eastman, Dr. Jerry Marco, Ms. Georgia Lewis, Mrs. Diana Thompson, Mrs. Sally Marchessault, and Mrs. Rebecca Gordon. Dr. Pitt reported that the Board had adopted a parent involvement policy which directed the superintendent to develop implementation procedures through a work group. The work group had developed proposed regulations, and following this discussion, the regulations would be completed and prepared for implementation in September. The Board would receive these as an item of information in August. He felt that the work group had done an outstanding job.

Dr. Neighbors stated that the policy started with a goal of reaffirming the school system's strong commitment to the role of parents in their children's education. The work group was really reaffirming what a lot of schools and office staffs were doing in terms of parent involvement. They tried to develop an organized plan for school use. They felt that parent involvement was the key to the success of children.

Dr. Neighbors said their first task was to define parental involvement, and they had broadened it to include family involvement with family members participating as partners in the educational process at home and at school. They had felt the regulations needed to have a common focus with principles permeating through the entire document to guide schools in developing their own strategies. It was important that school plans be consistent and comprehensive with a rationale fitting into a structure that was based on a needs assessment incorporating the idea of parents. It was a shared responsibility between the home and the school to develop these plans. They also felt they could not mandate what parents should do to support the school, but they did state that schools should value those things that were the role of parents.

Dr. Neighbors explained that the most important concept was that parents were the most influential teachers of children. Their role was basic and primary. They had outlined what parents could do to help in the educational process. They also felt that as schools worked with parents they had to be non-judgmental because Montgomery County had a very diverse population. It was important to recognize, respect, and value this diversity. They did not want to create a regulation that would burden schools and principals at a time when funds were being cut. They also did not want to create a regulation that would create a burden for parents. The other concept was that they wanted all MCPS employees to value the role of parents.

In developing procedures, Dr. Neighbors felt that there were two essential ingredients to ensure ongoing implementation and monitoring. One was the parent involvement advisory committee which would be a group selected by the principal. The idea was to create a very diverse group to help in developing the needs assessment and the strategies. Essential to that would be making sure that this committee had access to individual parents. The group should include parents, staff members, community members, and students where appropriate. The second issue was the requirement that the management plan reflect what the school was doing to implement the regulation. The committee would be ongoing and accessible to individual parents and provide a liaison to the PTA. They had dealt with the five areas of parental involvement and focused on the barriers that would prevent parents from participating fully.

Dr. Neighbors said they had focused on developing guidelines for schools to look at how they could help parents motivate their children and improve communication. This would help parents send their children to school ready to learn. They had dealt with things that parents could do to support the curriculum. The parent advocacy component was the fifth item. They felt that parents needed to have information about the advocacy process so that they could advocate for all children. It was important for

parents to have networks and for schools to help parents develop these networks.

Dr. Neighbors indicated that the central and area offices would be responsible for training, monitoring, implementing, and reviewing the school management plans. The task force also felt that there needed to be a timeline for schools to implement the regulations and that implementation should begin this summer with training. She felt it was important that staff recognize and value what they were already doing so there would not be anxiety that this was a new add-on. Schools should realize that this fit into MSPP and would be a help and a value to them. She indicated that the regulations needed to be distributed this summer, and that by October all schools should have established their parent advisory committees. They also hoped that by January schools would be prepared to show what they had done.

Dr. Neighbors pointed out that the Board had received a letter from Joyce Epstein. In her letter she had stated that the regulation clearly written and comprehensive in content would be a model for others. Ms. Epstein also thought that the MCPS document was excellent. Dr. Neighbors said that the group had adopted almost all of Ms. Epstein's recommendations.

Mr. Ewing thanked Dr. Neighbors for an excellent summary to an excellent report. He thought that the committee had done an outstanding job.

Mrs. Hobbs noted that the report stated that training for staff and parents would be a significant first step, and she wondered who would provide this training. Dr. Neighbors replied that because of budget constraints the schools were going to have to be creative. The counselor was the logical person to provide the training, and in some cases the schools were going to have to look to the area and central office for support. There were people in Chapter I and Adult Education who would help.

Mrs. Hobbs called attention to a sentence about eliminating the barriers that might prevent parent volunteer participation, and she asked for an example of a barrier. Dr. Neighbors replied that sometimes communications were sent out that were difficult for parents to understand. The advisory committee could review communications prior to being sent to the community. Another issue might be for schools to have flexibility in scheduling to get parent participation so that parents could make a contribution by doing things in the evening. Mr. Eastman added that a group of parents might not feel comfortable because of their race or religion. Ms. Rafel commented that some parents were given the impression that if they could not come into the building for two hours a week on Tuesday mornings that they were not welcome as volunteers. Ms. Collins felt that it was

important to get communications out in the native languages and to provide some sort of babysitting service.

Mrs. Fanconi said that this was an excellent report. In terms of babysitting, Board members had visited a cluster in the Route 29 corridor which had been able to provide babysitting. They had found parents more willing to participate when that service was provided. For example, the child development classes in high schools could provide that service. She believed that talking about a home/school partnership was more descriptive than calling this "parent involvement." Putting this in the context of a partnership with the school tied it to the educational component. They wanted parents to realize how important they were in their child's success. She asked for the sense of the Board on whether it would be better to use this term.

Mrs. Fanconi remarked that she had talked to many teachers who told her that large percentages of their elementary school classes had stayed up until 11 p.m. or midnight. These children came to school tired and some came to school hungry because their parents were in a rush. Studies had been done showing that test scores were affected by whether or not a child had had breakfast. These things should be conveyed to parents. In one of the flexibility pilots, the school sent home a form every week showing the objectives, the views of the teachers, and a column for the parent to say whether or not he or she felt that the child had understood the concepts. This provided an opportunity for the parent to provide feedback to the teacher. She hoped that other schools would come up with ways to involve parents in meaningful issues.

Mrs. Fanconi asked whether this group could be involved in the MSPP parental involvement training. Dr. Vance explained that the format and structure of that part had not been concluded. This report had been reviewed with that group, and pending the Board's action they would regroup and consider these issues.

Mrs. DiFonzo commented that they had a very comprehensive document. The challenge facing them was how to implement this and how to get parents buying into this. Mrs. Rafel thought the Board would be surprised at how eager parents were to buy into this because up until now there had been no policy that stated parents had a partnership role. Mrs. DiFonzo pointed out that a lot of parents sent their children off to school and did not want to be involved, and those were the parent they had to get involved. Mrs. Rafel replied that they had to tell these parents that there were some things they could do to help their children succeed. However, this would take a long time.

Mrs. Marchessault said that the volunteer coordinator might be able to help. The volunteer role was to provide help to the staff, and this was a strategy to get parents into the school.

Parental involvement was a much larger issue. The PIBS program was an excellent vehicle for involvement because it was an instructional strategy rather than a volunteer program.

Mr. Ewing liked the paper because it spelled out the elements of parental involvement. He thought it was excellent that they had identified parent advocacy as one of those elements. Many parents were determined to be involved and did not give a second thought as to whether or not the school system cared about their involvement. Many parents were unsure as to whether the school system was interested in their involvement in the form of advocacy for their own child or for all children. This paper made it clear to parents that there were many ways that they could play roles.

Dr. Marco said there were a lot of parents involved in education and the political process in Montgomery County. What they were attempting to do here was to look at this from a new perspective. In a lot of communities there was a house where children congregated. Schools needed to let those parents know that this was appreciated, and this was of value to a significant number of young people.

Mrs. Fanconi said she would like to make a motion to change the name to "school/family partnership" or "home/school partnership." Mr. Ewing suggested that she bring this up under new business, and Mrs. Fanconi asked that it be referred to the committee to get their recommendations.

Re: BOARD MEMBER COMMENTS

1. Mrs. Hobbs reported that Board members were starting to get quite a lot of mail about the change in school hours for next year. She thought it would be a good idea to have the BULLETIN or the SPOTLIGHT to have articles in September on the reasons for the change in hours. She knew that in September they would be bombarded by parents, and it was important to plan ahead.

2. Mrs. Hobbs said that earlier today they had an action item that addressed funds for local school and other drug education programs. In June several Board members attended a forum sponsored by the Department of Family Resources. The high school youth who participated on the panel time and time again brought up the concern that the school system needed to do more to address the problem of drug abuse. While they were doing a considerable amount of work in this area, she thought they were focusing their efforts on students in the earlier grades. They might want to relook at the services provided in high school.

3. Mrs. Hobbs recalled that the last week in May had been extremely difficult. She realized that the superintendent made the decision of when to close schools because of the weather.

The Board had recently received a letter from a principal, and Mrs. Hobbs would like to see some sort of procedure for individual schools faced with children and staff working in an un-air-conditioned environment to have some sort of leeway as to when a school could be closed. Dr. Pitt replied that this concern had been raised in the past. They had talked about closing individual schools because they had 50 schools without air-conditioning. He felt that the new superintendent should discuss this with the Board, and Mrs. Hobbs suggested that this discussion take place in the late summer before school started in September.

4. Mrs. DiFonzo pointed out that there were school systems in the country where buildings were not air-conditioned, but during June and September they had a heat schedule. Schools began an hour earlier in the morning and closed an hour earlier in the afternoon. Other Board members and superintendents had told her that these plans had been well received. Dr. Pitt commented that this was a complex problem because Montgomery County had about 100 schools with air-conditioning and 50 without. Mr. Ewing asked that this item be scheduled for discussion.

5. Mrs. Fanconi reported that all Board members had attended graduations, and she had had a great deal of pleasure participating in these events. She was pleased to hear about the accomplishments of students, and commencements convinced her it was worth the struggle to be committed to a public education system that turned out the quality of students in Montgomery County. She thought that the staffs in all the schools should be complimented as well as the parents.

6. Mrs. Fanconi said she had been invited to go to the White House last evening. This was for a speech thanking school Board members who gave their time to public service. It was an acknowledgement by the President of the services of Board members. She also reported that the Banneker group was there and had been recognized as a point of light.

7. Dr. Cheung commented that Mrs. Bush's speech to the National School Boards Association had given accolades to school boards.

8. Mr. Ewing reported that the County Council was pursuing additional revenues for the county. Mr. Hanna had introduced a motion to ask the Legislature to develop a proposal to expand the piggyback local income tax. He thought that at some juncture the Board would want to consider whether it wanted to go on record in support of additional revenues.

9. Mr. Ewing stated that the Education Foundation had met this week to make some decisions about applicants for small grants, and about 12 were approved. A number of these were quite

innovative, and in the near future the Foundation would be bringing a report to the Board about its activities. One project involved students at Blair High School working with students at Clarksburg Elementary on mathematics and science.

10. Mr. Ewing indicated that the Council's Commission on Efficiency had a new RFP in draft that they had asked the Board to comment on. The Board would not be able to provide comments by the Council's deadline and would ask for an extension.

11. Dr. Pitt stated that this was his last official business meeting. He thanked the Board for its kind commendation of him. He was thankful he had had the opportunity to be superintendent of schools in Montgomery County. While they had problems, he believed they could solve these problems and make progress. MCPS was a wonderful school system to be associated with. He had had the opportunity to work with an outstanding deputy superintendent and executive staff. Teachers, administrators, support staff, parents, and students were supportive and positive. He felt that they should be proud of public education in Montgomery County. He thanked the present and past Boards for their cooperation and good working relationships. He wished Dr. Vance well as the new superintendent. He was an excellent choice.

RESOLUTION NO. 511-91 Re: EXECUTIVE SESSION - JUNE 24, 1991

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

WHEREAS, The Board of Education of Montgomery County is authorized by Section 10-508, State Government Article 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 June 24, 1991, at 7:30 p.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 that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 512-91 Re: MINUTES OF APRIL 22, 1991

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

RESOLVED, That the minutes of April 22, 1991, be approved.

RESOLUTION NO. 513-91 Re: SEXUAL HARASSMENT

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

RESOLVED, That the Board of Education schedule time for discussion and review on the need to develop a policy prohibiting sexual harassment in the Montgomery County Public Schools.

For the record, Mrs. Fanconi stated that she supported this resolution with the understanding that this would not be taken up in the next three or four months.

RESOLUTION NO. 514-91 Re: BOE APPEAL NO. 1991-3

On motion of Mrs. Hobbs seconded by Mrs. DiFonzo, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-3, an athletic waiver.

RESOLUTION NO. 515-91 Re: BOE APPEAL NO. 1991-8

On motion of Mrs. Hobbs seconded by Mrs. DiFonzo, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education dismiss BOE Appeal No. 1991-8, academic grade matter, at the request of the appellant.

Re: NEW BUSINESS

Mrs. DiFonzo moved and Mr. Chang seconded that the Board schedule a discussion on scheduling a summer recess for the Board of Education of two or three weeks during the month of August.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. DEA Oversight Committee Annual Report

Mr. Chang announced that he had been late to the meeting because of a family emergency.

Re: ADJOURNMENT

The president adjourned the meeting to an executive session at 5:30 p.m.

PRESIDENT

SECRETARY

HP:mlw