

NUMBER :
STATUS :
PLACE :
DATE :
TEXT :

July 22, 1991

	R.E. Michel Company, Inc.	4,636
	Motion Specialties, Inc.	73
	National Energy Control Corporation	53
	Noland Company	46,445
	J.A. Sexauer	3,500
	Thomas Somerville Company	7,400
	Southern Utilities Company, Inc.	1,331
	Superior Specialty Company	8,908
	H.M. Sweeny Company	960
	THB Enterprises, Inc.	2,231
	USCO. Inc.	1,369
	Wolverine Brass, Inc.	283
	Woodward-Wanger Company	733
	Total	<u>\$ 96,784</u>
175-91	Shade and Upholstery Material	
	AWARDEES	
	Dazian Fabrics	\$ 18,012
	Frankel Associates, Inc.	23,300
	Mileham and King, Inc.	13,508
	Rocky Mount Cord Company, Inc.	5,082
	Tedco Industries, Inc.	6,461
	Window Moods, Inc.	17,355*
	Total	<u>\$ 83,718</u>
199-91	Orthopedic Handicap Supplies and Equipment	
	AWARDEES	
	Don Johnston Developmental Equipment	\$ 357
	Gibson, Inc.	732
	Kaye Products, Inc.	918
	J.A. Preston Corporation	6,934
	Rehabilitation Equipment Professional, Inc.	4,309
	Rifton Equipment	12,618
	Southpaw Enterprises	1,342
	Total	<u>\$ 27,210</u>
207-91	Building Materials	
	AWARDEES	
	Allied Plywood Corporation	\$ 24,272
	American Star Cork Company, Inc.	5,960
	Boyer and Cramer's, Inc.	540
	Ernest-Maier, Inc.	4,074
	Hudson Supply & Equipment Company	1,940*
	J.B. Kendall Company	1,794
	Lisa Lumber Company	12,438*

July 22, 1991

Mann and Parker Lumber Company	12,824
The Mat Works	2,588
Metro Building Supply	339
Silver Hill Sand and Gravel	1,000
Thomas W. Perry, Inc.	4,270
Total	<u>\$ 72,039</u>

MORE THAN \$25,000 \$366,640

* Denotes MFD vendors

RESOLUTION NO. 591-91 Re: INSTALLATION OF COMPUTER AND CABLE
TV/TELECOMMUNICATION NETWORKS AT
SLIGO MS

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

WHEREAS, The following sealed bids to install computer and cable TV/telecommunication networks at Sligo Middle School were received on July 10, 1991:

BIDDER	COMPUTER NETWORK	CABLE TV NETWORK
Netcom Technologies, Inc.	\$ 25,562	\$ 24,342
Virginia Cable Specialties	49,660	No Bid
Lite-Way Communications, Inc.	53,645	24,755

and

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

WHEREAS, The low bids are below the staff estimates of \$35,000 for the computer network installation and \$26,000 for the cable TV/telecommunication network installation, and funds are available to award the contract; now therefore be it

RESOLVED, That a \$49,904 contract be awarded to Netcom Technologies, Inc., for the installation of computer and cable TV/telecommunication networks at Sligo Middle School.

RESOLUTION NO. 592-91 Re: REDUCTION OF RETAINAGE - ALBERT
EINSTEIN HS GYMNASIUM ADDITION

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

July 22, 1991

WHEREAS, Lynmar Corporation of Virginia, Inc., general contractor for Albert Einstein High School, has completed 90 percent of all specified requirements, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, International Fidelity Insurance Company, has consented to this reduction; and

WHEREAS, The project architect, Fox, Hanna, Architects, recommended this request for reduction be approved; now therefore be it

RESOLVED, That the 10 percent retainage withheld from periodic payments to Lynmar Corporation of Virginia, Inc., general contractor for Albert Einstein High School, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 593-91 Re: ASBESTOS ABATEMENT AT ROCKVILLE HS

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

WHEREAS, Sealed bids were received on July 10, 1991, for asbestos abatement work at Rockville High School:

BIDDER	AMOUNT
Upstate Abatement Services, Inc.	\$ 71,800.00
Asbestos Environmental Services of Maryland, Inc.	75,430.00
LVI Environmental, Inc.	110,364.62
Barco Enterprises, Inc.	120,460.00

and

WHEREAS, The low bidder, Upstate Abatement Services, Inc., has successfully completed similar projects in the Washington Metropolitan area; and

WHEREAS, The bid is below the staff estimate of \$120,000, and funds are available to award the contract; now therefore be it

RESOLVED, That a contract for \$71,800.00 be awarded to Upstate Abatement Services, Inc.

July 22, 1991

RESOLUTION NO. 594-91 Re: WORKS OF ART FOR VARIOUS SCHOOLS

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

WHEREAS, Authorization for the selection of artists to receive commissions to produce works of art is delineated in Article V, Section 1, Chapter 8, "Buildings," of the MONTGOMERY COUNTY CODE; and

WHEREAS, Staff has employed the established selection procedures; and

WHEREAS, The Montgomery County Arts Council has participated in the selections as required by law; and

WHEREAS, Funds have been appropriated for this purpose in the FY 1991 Capital Improvements Program; and

WHEREAS, The law also requires County Council approval before the Board of Education can enter into contracts with the artists; now therefore be it

RESOLVED, That the Board of Education enter into the following contractual agreements subject to County Council approval for works of art at the following schools:

Beall ES	Lisa Kaslow	Relief	\$ 8,000
Burning Tree ES	Lorraine Vail	Relief	7,000
Burnt Mills ES	Maureen Melville	Stained Glass	3,000
	Lorraine Vail	Reliefs	8,000
Cresthaven ES	David Fichter	Mural	4,000
Sherwood HS	Charles Lawrence	Stained Glass	\$10,000
	Greg Mort	Murals	10,000
	Evelyn Rosenberg	Relief	20,000
	Lorraine Vail	Sculptures	15,000

and be it further

RESOLVED, That the County Council be requested to approve the above commissions to the indicated artists.

July 22, 1991

RESOLUTION NO. 597-91 Re: PERSONNEL REASSIGNMENTS

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

RESOLVED, That the following personnel reassignments be approved:

REASSIGNMENTS	FROM	TO
Dr. Phinnize J. Fisher	Assoc. Supt., Area 2	Assoc. Supt., Area 1 Eff. 7-15-91
Dr. Joseph Villani	Assoc. Supt., Area 4	Assoc. Supt., Area 2 Eff. 7-15-91
Ms. Ann Meyer	Assoc. Supt., Area 3	Assoc. Supt., Area 3 Eff. 7-15-91

RESOLUTION NO. 598-91 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	FROM	TO
Barry N. Burke	Teacher, Car. Prep. Div. Car. & Voc Ed.	Coordinator, Ind. & Techn. Educ. Eff. 7-23-91

RESOLUTION NO. 599-91 Re: PERSONNEL APPOINTMENT

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mrs. Brenneman, the following personnel appointment was adopted with Mrs. Brenneman, Dr. Cheung, Mrs. DiFonzo, Mr. Ewing and Mrs. Hobbs voting in the affirmative and Mrs. Fanconi and Ms. Gutierrez abstaining:

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	FROM	TO
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William Gordon III	Admin. Intern Gaithersburg IS	Asst. Prin. Gaithersburg IS Eff. 7-23-91
James E. Hutcheson	Admin. Intern Kennedy HS	Asst. Prin. Kennedy HS Eff. 7-23-91
Douglas F. Jacoby	Admin. Intern Redland MS	Asst. Prin. Redland MS Eff. 7-23-91
Barbara Kupperman	Admin. Intern Frost IS	Asst. Prin. Frost IS Eff. 7-23-91
Frances R. Levin	Admin. Intern Walter Johnson HS	Asst. Prin. Walter Johnson HS Eff. 7-23-91
Reginald Ott	Admin. Intern R. Montgomery HS	Asst. Prin. R. Montgomery HS Eff. 7-23-91
Darlene A. Simmons	Act. Asst. Prin. Watkins Mill HS	Asst. Prin. Watkins Mill HS Eff. 7-23-91

RESOLUTION NO. 603-91 Re: PERSONNEL TRANSFERS

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

RESOLVED, That the following personnel transfers be approved:

TRANSFER	PRESENT POSITION	TO
Anitsa Cordon	Asst. Prin. Churchill HS	Asst. Prin. Wheaton HS Eff. 7-23-91
Arnold Rosenberg	Supv., Sec. Inst. Area 1	Asst. Prin. Quince Orchard HS Eff. 7-23-91
Maxine Counihan	Act. Prin. McKenney Hills Learning Ctr.	Asst. Prin. Tilden IS Eff. 7-23-91

July 22, 1991

James Fernandez	Asst. Prin. Ridgeview IS	Asst. Prin. Julius West MS Eff. 7-23-91
Joyce Martoccia-Hagel	Asst. Prin. White Oak MS	Asst. Prin. Ridgeview IS Eff. 7-23-91
Dorinda Dee Jolles	Supv., Sec. Inst. Area 4	Asst. Prin. White Oak MS Eff. 7-23-91
Michael Thomas	Asst. Prin. Poolesville Jr/Sr.	Asst. Prin. Mont. Village IS Eff. 7-23-91
John Isacson	Asst. Prin. Twinbrook ES	Asst. Prin. Brown Station ES Eff. 7-23-91
Anthony Paul	A&S Teacher DPST	Asst. Prin. Kemp Mill ES Eff. 7-23-91
Karen Fulton	Principal	Asst. Prin. Daly ES Eff. 7-23-91

RESOLUTION NO. 604-91 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	FROM	TO
Johnnie Searcy	Act. Asst. Prin. Forest Knolls ES	Asst. Prin. To be determined Eff. 7-23-91

Re: REVIEW OF LONG-TERM SUSPENSION
AND EXPULSION PROCESS

Dr. Vance welcomed Dr. Joseph Villani, associate superintendent for area 2, Dr. Betty Howard, supervisor of special education and pupil services, Mr. Edward D'Aiutolo, acting director of the department of alternative and continuing education, and Dr. Lucinda Sullivan, principal of Redland Middle School to the

table. Dr. Vance mentioned that on January 8, 1991, the Board of Education adopted a resolution to review the long-term suspension process.

Mr. Ewing said he thought the paper before the Board was very helpful and thorough. Ms. Gutierrez said she found it very interesting and asked how successful the process was in dealing with language minority students and their parents. Dr. Villani assured Ms. Gutierrez that they were very aware of this need, and they made sure there were procedures for clear communication of the long-term suspension and expulsion guidelines by the use of translators, teachers taking the time to explain school rules and consequences to students, and being conscious of the need to break down language barriers.

Dr. Howard emphasized that when a principal made a recommendation for suspension of a language minority student, extensive efforts were made for a translator or community member to help with interpretation and cultural explanations. Dr. Howard noted an incident where a Vietnamese student had been recommended for suspension. According to the student's culture, he was taught to defend his rights by force. When administrators understood where the child was coming from, they were better able to judge the circumstances of the incident. Ms. Gutierrez asked if staff thought MCPS was doing well and had sufficient translators and interpreters. Mr. D'Aiutolo said that usually students understood. Parents could get assistance through ESOL, and that support was easy to get. Mr. D'Aiutolo did not see this as an issue.

Dr. Cheung reported that data for FY 91 showed that 94 students had been recommended for long-term suspension or expulsion, and he asked what were the major reasons for these recommendations. Dr. Villani said that the number one reason was for possession of weapons, or 70-80 percent of the total. The second reason was for violent behavior, and third was possession or intent to distribute drugs. Mrs. Brenneman said that of the 94 students, only 12 received long-term suspension, and she wondered what happened to the others. Dr. Villani explained that there were alternatives for students. Some students were back in school with contracts and the agreement of the principal. Some go on home instruction. Further checking is done to see if the child might be handicapped, and if so, a different decision would be made for that particular child. Dr. Villani said that most students were returned to school before a suspension was extended or after an extended suspension with the clear understanding of the parents, the school and the student regarding the student's future behavior.

Mrs. Brenneman asked about the students who are placed on home instruction. What was the turnaround time, and how soon are they

placed on home instruction after the suspension? Dr. Villani said that placement was usually within a day or two, and Mr. D'Aiutolo said that once the referral came in it was fully operational within two to five days. Dr. Vance said that MCPS had made tremendous increases in the ability to provide home instruction in a much shorter turnaround time. Mrs. Brenneman mentioned that she had previously asked specifically about the breakdown of the 94 students, how data was grouped, if there was a master list outlining how many were elementary, mid-level and high school students, and she was told that that information was not available. She asked how that information was tracked. She noted that she was aware of alternative programs for high school students, a few for mid-level students, but what about elementary students. Dr. Villani responded that Area 4 had only two elementary students last year. One had an extended suspension and had been returned to his home school with a contract. The other child was determined to be handicapped and was immediately placed in a special education program. Sometimes an elementary student is put into home instruction while awaiting other placement. Dr. Villani said that there were no alternative programs for elementary students.

Dr. Vance explained to Mrs. Brenneman that MCPS did not have any immediate ability to aggregate the data by elementary, mid or high school levels. Mrs. Gemberling would maintain a log in her office of requests for long-term suspension or expulsion and the subsequent disposition.

Mrs. Brenneman asked if students placed on long-term suspension were ever placed in another school. Dr. Howard said that in Administrative Regulation, JGA-RB, #4 (c), MCPS had the authority to do that, and it was done on a limited basis. She said that the area associate superintendents felt it was not appropriate to pass a problem from one school to another, but rather to work with the student. There were, however, cases where a student was allowed a new beginning. Dr. Villani said that generally they approached a student with the question of, "How can we solve the problem?" Sometimes the student needed to be kept out of school; sometimes the student recognized his/her mistake and the environment would allow that child to return to the home school with a firm, clear contract. Sometimes the environment was such that there was not a lot of hope that a particular student would be successful if he/she returned to that school. At that point, principals and area personnel would talk to find a place where that student would be successful. The ultimate purpose for MCPS is to solve the problem, not punish the child.

Mr. Ewing asked Dr. Villani to give an example of a firm contract. Dr. Howard said that basically if a student were to come back to school, that student would agree to adhere to all local school discipline policies and fully understand that a

future violation would result in an immediate referral back to the area associate superintendent for review and action. The contract is signed by the student, parents, principal and PPW. Everyone involved gets a copy of the contract and the student is asked to post it on a bedroom wall as a reminder. It is reviewed frequently with the student. The administrators work with the students, not to await a future violation, but to help them remember, to give them options about their behavior, decisionmaking and problem solving and to keep communications open. Usually the PPW visiting the school has a one-to-one contact with the student.

Mrs. DiFonzo asked what the recidivism rate was. Dr. Howard said it was very low because they looked at all aspects of the problems, involved parents and made decisions about the most appropriate next steps for the children. Mrs. DiFonzo asked for clarification. It was her understanding from what they were saying that the students either tended to succeed or not make the same mistake again. Dr. Sullivan said that their policy was to try to build success into the student's return. One way Redland staff did this was to ask the child to contribute to the school, either in the office, the library or after school with a commitment to that. Dr. Sullivan said that the students would start their day with a visit to her office, and this usually became an invitation to the student to be there. What would begin as a punishment would become an invitation. She said that she had lost only one student in three years who had such a contract. They make a concerted effort to say to the child that they are being given a second chance, and the school really wanted them to succeed. Dr. Sullivan credited the area offices for giving them the support that was necessary for this success.

Mrs. Fanconi wanted to know about the flexibility given to the principals related to discipline and the context in which this was originally brought up. Mrs. Hobbs explained that her original motion was to focus on the school system's responsibility to address the needs of children expelled from school. Mrs. DiFonzo explained that the Board had been receiving appeals on expulsion recommendations. This brought the matter to people's attention, and then people wanted to know what was happening to the students who had been expelled or suspended from school, and they wanted to know how the student's educational needs were being addressed. Prince George's had had a student who had been expelled for a weapons charge, no program had been provided to that child, and the parents sued. These were the dynamics at the time. Mr. Ewing expanded that the Board's policy on weapons was causing a lot of concern. A few years ago the Board had toughened its stance on weapon possession, trying to provide a safe environment for students and staff so that proper education could occur. Dr. Gordon had ultimately commented on the issue in terms of whether the Board's policy and programs

could be managed fairly and in support of students who were of minority groups. All of these things together caused the Board to recognize that it was necessary to revisit this issue. Mrs. Hobbs' concern was what happened to the students who were recipients of this policy and the impacts on them to make sure these students were properly educated.

Mrs. Hobbs expressed her concern based on data published in the Serious Incident Report that first and second graders were being expelled for bringing weapons to schools, and she asked if the numbers were increasing for the 1990-91 school year. Dr. Vance said that the numbers had not increased. Initially, there was an increase, but with the Board's toughened policy and dissemination of the information to schools and within the communities, there had been a leveling off. There had been a decline this year in relation to drug use and possession and intent to distribute, and a leveling off of violent incidents and possession of weapons. Dr. Vance said this information was available from the deputy's office, and it could be obtained.

Mrs. Hobbs asked if female students were treated differently from male students, and if there was a different attitude shown to females. Dr. Villani responded that the same rules applied to males and females, and there was not a conscious differentiation between the sexes. The twelve students expelled, however, were male, and Dr. Villani explained that this was a function of the behavior and not gender. Usually there was some underlying motivation for a student to bring a weapon to school, and one could speculate as to why males would do this more often than females. Mrs. Hobbs further questioned if students 16 or older were treated differently than younger students. Mrs. Hobbs explained that she was under the impression that elementary principals and mid-level principals were more ready to accept students from other schools, but at the high school level there were principals who would not accept these students expelled from other schools.

Dr. Vance said these were battles fought long ago where the principal struggled for the right to refuse a child. Subsequently, it was established clearly that it was the prerogative and responsibility of the area superintendent to make these placements. Dr. Vance reiterated that principals did not have the right to refuse these placements. Dr. Villani reported that in Area 4 eleven of the twelve students who had been recommended for expulsion were under grade 11, so it would follow that they should have been under the age of 16. Further, six of these 12 students were from middle school, three were tenth graders, two were ninth graders and one an 11th grader. Dr. Villani stressed that administrators attempted to treat the behavior, and the punishment was based on what was done and what

the perception was of the intent of the student who had committed the offense.

Dr. Howard noted that an elementary student coming to school with a knife usually had a different intent than a high school student in possession of a knife who had admitted that he would use the knife on anyone coming near him. Mrs. Hobbs asked if there were more out-of-control students involved and if MCPS was identifying uncoded SED students. Dr. Howard said that if there were any indicators that a child was out of control, psychologists would be brought in and testing would be done if the parents agreed. It was the intention of staff to understand this type of behavior and address it to meet the child's need rather than just dismissing that child from school. Dr. Howard said that she did not think these numbers had increased in the past two years.

Dr. Villani said that he did see numbers of SEDs increasing at the elementary level. Dr. Howard explained that these students were not usually identified through the discipline process, but rather through the teacher, principal or parents, and this population had definitely increased from kindergarten on up. These students are identified through the EMT and ARD.

Mrs. Hobbs asked if parents or guardians were always notified if a child was going to be suspended or expelled. Dr. Villani said that the first step in the expulsion process was notification to the parents by certified mail, return receipt requested. It was standard practice for principals to inform parents before sending a child home on suspension. When a request for expulsion comes to an area office, Dr. Villani said that one of the first things reviewed is if the parent had been notified. Dr. Vance said administrators had been inserviced extensively about the policy and the acceptable practices and the importance of notifying the parents or guardians in the instance of an expulsion or suspension.

Ms. Gutierrez said that she did not see this in the MCPS policy. It appeared to her that it was an independent act on the part of the school administrator, and although it was suggested in the policy, it was a decision made by the administrator. Dr. Villani said that the principal does not make the decision to expel. The principal makes the recommendation. Dr. Villani explained that a suspension could occur without a parent being notified. There were always circumstances where a parent would be impossible to reach before the end of a school day, but it was MCPS practice to notify parents of a suspension.

Mrs. Fanconi wanted to be clear that principals were very much encouraged not to use suspensions and expulsions for discipline, but to use these methods as last resort measures. Numbers have also declined because in-school suspension programs have been set

up. Because elementary age suspension numbers are increasing, Mrs. Fanconi thought it would be a good idea to have a discussion at a later time on this issue. Mrs. Fanconi mentioned that the Commission on Children and Youth had a committee that looked at pre-school mental health needs. This was something that would not have been looked at five years ago. Mrs. Fanconi said that the Board should look at these children and how they are dealt with in regards to educating them.

Mr. D'Aiutolo clarified that home instruction was not used as a placement for a child. It is a temporary measure used until appropriate placements are found for the students. This does not mean that a student's needs will be addressed fully within 30 days. Mrs. Fanconi said that she thought home instruction was a good thing in some cases. A pregnant student had one-on-one help for the first time in her life when she was involved in a home instruction program. This help enabled her to realize that she could be successful. Mrs. Fanconi mentioned that she and Dr. Cheung and Ms. Gutierrez had attended a TQM conference. At that conference, it was mentioned that some school systems held numbers of suspended students against that principal, and they should not have large numbers of suspensions or be disproportionate from one group to another. The TQM approach was really to take a close look at those students who had been expelled, and try to find out what could have been done earlier to prevent the behavior. It was their feeling that teachers could identify students at risk of dropping out of school as early as third grade. Mrs. Fanconi said she would be interested at a later date in talking about this group of students who are at risk, potential dropouts, students who could benefit from early intervention, and how MSPP would be involved.

Mrs. Hobbs reiterated options for a student on long-term suspension and expulsion. There were alternative programs and home instruction. It was her impression that home instruction was for medical, pregnancy or emotional reasons. This is a short-term, not a long-term solution. However, she was aware of two students having been on home instruction for over a year, and it was her impression that the maximum time for home instruction was 60 days. Mrs. Hobbs clarified that her focus on this discussion was students' rights. It was her understanding that MCPS had to focus on all students' safety, and that weapons and violent behavior were top reasons for expulsions. But, it was still necessary for the Board to address individual student's rights to an education. If the options were home instruction, it should not be long term. It was important that the Board be responsive to this issue.

Dr. Villani responded that MCPS had an explicit policy. The very nature of expulsion was to remove the child from the educational process, and it was used as a last resort if the child's behavior

could not be changed through available programs. Home instruction is sometimes provided for students being considered for expulsion or while they were awaiting alternative placement. Mrs. Hobbs noted that home instruction was limited, and Mr. D'Aiutolo said that it was approximately 6 hours a week. It was her feeling that as a system, MCPS should be doing more.

Mrs. Hobbs said she had read in the policy that students would be expelled "without exception," and that brought her back to Ms. Gutierrez's question of how MCPS was communicating this to students and the ramifications of the violation of MCPS policies. Even though the brochures were translated into different languages and schools had individual management plans, it seemed to Mrs. Hobbs that there had to be a time when the students were thoroughly versed on MCPS policies, possibly during orientations. Just because the information was available did not necessarily mean that the students would read the material. It was her feeling that many of the students were doing really stupid things and being expelled for dumb behavior.

Dr. Sullivan explained that in her school every student received a discipline policy in September which had a place for the student and the parents to sign indicating their understanding of the policy. It was reviewed section by section during the first week of school by different teachers. Again in January it was reviewed, and this policy had to be carried by each student. If there was an infraction, the student had to take the policy out of his or her notebook, find the infraction, and they must know what is written there. It is explained in detail. For students with language problems, an ESOL teacher is available to help as well as bilingual volunteers who have agreed to be available to the school in times of need. The teachers stress that this is a preventative measure, and it was done to prevent a student from getting into trouble.

Dr. Howard reported to the Board that at the area level there was always one A&S meeting devoted to review of the discipline policy with principals. It is included in newsletters and reported at assemblies. Dr. Howard said that during her follow-up evaluative conferences with students, she asks them if they were aware of the discipline policy, and students always said that they were. She further asks them why they did participate in this behavior, and they usually reported back to her that they did not think they would get caught. It was her experience that other students usually informed administrators when they saw improper behavior or students in possession of weapons.

Ms. Gutierrez asked if the MCPS policy was sufficiently flexible to deal with students on a case-by-case basis. Dr. Villani said the MCPS policy was sufficiently descriptive in terms of what must happen, and it did provide flexibility regarding motive,

danger and safety so that student's needs could be addressed. There was freedom within the policy to make judgments about how to solve individual problems. Ms. Gutierrez cited Prince George's County because their numbers for weapons violations were greater than Montgomery's. She asked Dr. Villani if MCPS had the right policy, and did they have to change it. Dr. Vance said he endorsed what Dr. Villani had reported, and he was pleased with the policy especially as it addressed safety and security for all children.

Mr. Ewing commented that he thought the policy worked well on the whole. At the time of adoption, the Board wanted to send the message not just to those in trouble, but to those who might get into trouble. They had hoped to present deterrents. It was then the Board's concern that the first consideration ought to be the safety of all children and staff. If that were threatened, immediate action was to be taken. Prior to the revisions, Mr. Ewing thought it was not clear. The policy was not meant to say that there would be automatic expulsions, but it was to say there would be automatic recommendations. Mr. Ewing thought this was a good way to go because the presumption was that the student could demonstrate that he/she was just doing something dumb and had no intention of hurting anyone, and if this could not be done, then the student would be in big trouble. Further, it was clear that the Board did not want a student to be in trouble forever, but they wanted to find ways to help students to recognize that certain behaviors would not be tolerated, and this was an important message in the policy.

Mrs. Brenneman wanted to emphasize that the safety of all children would be looked after as well as the safety of the community. Mrs. Hobbs asked if the Board could start receiving in September a confirmed monthly weapons report showing suspensions and expulsions and further detailing if the student is coded handicapped, the ages of students, the sex of students and the reason for the long-term suspension or expulsion. Dr. Vance explained that he was not sure what was entailed in developing such a report and agreed that he would talk to Mrs. Gemberling and Dr. Frechtling about the feasibility of gathering this type of data. Mrs. Hobbs thought this could parallel the monthly confirmed drug report.

Dr. Vance said he found the discussion very enlightening, but he cautioned about being severely punitive and harsh with offenders. It was important that with the urbanization of Montgomery County it be recognized the reality of the concern for public safety, and this carried over to the schools. Therefore, the policy should not be too severe or punitive, but it must sufficiently address the issues.

Dr. Vance thanked the panel for their input.

Re: PROPOSED POLICY ON EARLY
CHILDHOOD EDUCATION

On June 13, 1991, Board members gave tentative approval to the following:

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 comments 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, and 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) 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.

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:

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

RESOLVED, That paragraph 1 under 3. HIGH PRIORITY PROGRAMS, be amended by deleting "and the Preschool Education Program (PEP) serving disabled pre-school children" and adding, "A variety of exemplary special education programs are also provided for students with special needs."

RESOLUTION NO. 607-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON EARLY CHILDHOOD EDUCATION

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

RESOLVED, That under 3. High Priority Programs, f), the following be deleted, "PEP serves pre-school children with multiple handicaps and their families. The primary goal of the program is to facilitate developmental growth through educational and therapeutic experiences for children from birth to five years of age. The program is located in regular elementary schools and is staffed by a transdisciplinary group of professionals."

RESOLUTION NO. 608-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON EARLY CHILDHOOD EDUCATION

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

RESOLVED, That under 3. High Priority Programs, f), the following language be added, "MCPS provides a variety of special education services to children, ages birth to eight years, through school-based classes and other area and central programs. Services are provided to children with a wide range of needs, including, but not limited to, speech/language, auditory, vision, orthopedic, and developmental delays."

RESOLUTION NO. 609-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON EARLY CHILDHOOD EDUCATION

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

RESOLVED, That Item a), Coordination, be deleted; and be it further

RESOLVED, That Item b), Coordination, become Item a) and Item c) become Item b).

RESOLVED, That the word "opportunities" is to be added to 8. PARENT AND COMMUNITY INVOLVEMENT, a), (5), to read "Provide guidelines and training opportunities in early childhood instructional content and strategies for volunteers."

By consensus, the Board changed the wording of 8. PARENT AND COMMUNITY INVOLVEMENT, b), (6) from, "Involve appropriate..." to "Actively seek the involvement of appropriate..."

RESOLUTION NO. 620-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON EARLY CHILDHOOD EDUCATION

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

RESOLVED, That the wording of 8. PARENT AND COMMUNITY INVOLVEMENT, a), (2) be changed to add "a partnership that includes..."

By consensus, the Board agreed to delete the word "current" from 9. STAFF DEVELOPMENT, a).

RESOLUTION NO. 621-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON EARLY CHILDHOOD EDUCATION

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

RESOLVED, That the following be added under 10. RESOURCES, "Montgomery County Public Schools will seek the resources required to achieve the objectives of this policy."

Re: AN AMENDMENT TO THE PROPOSED POLICY
ON EARLY CHILDHOOD EDUCATION
(FAILED)

On motion of Ms. Gutierrez, seconded by Dr. Cheung, the following resolution failed of adoption with Mrs. Brenneman, Dr. Cheung, Mr. Ewing, and Ms. Gutierrez voting in the affirmative, Mrs. DiFonzo, Mrs. Fanconi, and Mrs. Hobbs voting in the negative:

RESOLVED, 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.

RESOLUTION NO. 622-91 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON EARLY CHILDHOOD
EDUCATION

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

RESOLVED, That the following RESOLVED clause be added to the proposed resolution on Early Childhood Education:

RESOLVED, That the Board of Education directs the superintendent to provide a status report for each of the next three school years on policy implementation.

RESOLUTION NO. 623-91 Re: 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; and

WHEREAS, This policy has been distributed for public comment; now therefore be it

RESOLVED, That the Board of Education hereby adopts the proposed policy as amended on Early Childhood Education; and be it further

RESOLVED, That the Board of Education directs the superintendent to provide a status report for each of the next three school years on policy implementation.

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 provide early identification and intervention strategies to promote student 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

To provide an appropriate and nurturing program for every child no matter where a child may be on the developmental continuum and every child will be viewed as "ready" because the programs will be flexible enough to accommodate each one

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 and appropriate instructional practices provides the framework for early childhood education. This framework consists of the following four beliefs:

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 interactions with others. These interactions can often be constructive and enhanced when an adult is involved. 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), kindergarten (both full-day and half-day), Chapter I and the MCPS provision for instructional aides in selected Grades 1 and 2 classrooms, all serving students in regular education. A variety of exemplary special education programs are also provided for students with special needs. These programs, each of which plays an integral part of 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 three and 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. This program provides additional classroom instructional assistants, materials, and enrichment activities in an effort to attain educational equity for the children it serves.
- d) EEEP is a state funded prekindergarten program for four year-olds. The classes are located in Chapter I eligible schools and meet the standards for quality preschool education as set forth by the Maryland State Department of Education. There are no income or other eligibility requirements for enrollment in this program.
- e) The provision for instructional aides 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.

- f) MCPS provides a variety of special education services to children, ages birth to eight years, through school-based classes and other area and central programs. Services are provided to children with a wide range of needs, including, but not limited to, speech/language, auditory, vision, orthopedic, and developmental delays.

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) It will be the major task and responsibility of the Early Childhood Unit to promote and coordinate the many early childhood programs. The Unit will also foster cooperation and collaboration among these programs.
- b) 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 to promote early successes that promote self-esteem.

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 in all activities
- (6) Providing a balance between active and quiet periods
- (7) Emphasizing small group and individual instruction, keeping all groups flexible, and ensuring that all students have similar learning experiences.
- (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, non-stereotypic, 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

d) The Whole Child

- (1) Recognizing that learning also takes place outside 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. 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, MCPS will strive to avoid retention.

MCPS supports these beliefs with the following directives:

- a) 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.
- b) Recorded observations and samples of student work will be shared regularly with parents to keep them informed of their child's progress and to involve parents in the educational process.
- c) 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 an exception in the early grades. This decision must involve the parents, principal and staff in the Educational Management Team (EMT) process.
- d) 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.
- (e) 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) Be free of gender-bias
- (3) Help children develop an understanding, sensitivity, comfort, and acceptance of others who have abilities or disabilities different from their own
- (4) Be organized to facilitate active and interactive exploration and cooperation
- (5) Encourage self-selection of materials and self-direction
- (6) Recognize the outdoors and use it as an important environment for learning
- (7) Include displays that are attractive, colorful, sensitive, multi-perspective, non-stereotypic, and age appropriate
- (8) Carefully, prominently, and proudly display the work of all students
- (9) View discipline as a means of helping students develop social skills and self-control
- (10) Employ guidance techniques to foster positive emotional growth that produces self-esteem, confidence, and a sense of belonging
- (11) Encourage constructive risk taking and use errors as instructional tools
- (12) Promote energy and enthusiasm in staff as well as in children
- (13) Provide young children with a continuum of time in which to learn
- (14) 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 wherever possible.
- (4) Rooms will be planned and designated for prekindergarten programs in new and modernized schools. Those programs will be given priority for continued occupancy of this space. In schools that do not presently offer a prekindergarten program, the designated space may be used by another grade level class until such time that a prekindergarten program can be provided.
- (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.

c) Class Size

Class sizes and student-adult ratios are assigned to the early childhood classes with full recognition of the importance of young children's need to have easy and frequent access to an adult for:

- Supporting cognitive or emotional development
- Promoting adult-to-child and child-to-child interaction
- Individual and small group learning experiences

8. PARENT AND COMMUNITY INVOLVEMENT

Parents, family, the school, and community are supporters and contributors to successful student learning and achievement and share the 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 a partnership that includes 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 opportunities in early childhood instructional content and strategies for volunteers

- b) The importance of and 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) Actively seek the involvement of 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 curricula, developmentally appropriate practice, infusion of multiculturalism in the curricula, recent legislation, and continuing advances in early childhood education for all 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

10. RESOURCES

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.

RESOLUTION NO. 625-91 Re: EXECUTIVE SESSION - AUGUST 8, 1991

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Brenneman, 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 August 8, 1991, at 9 a.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement 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; and be it further

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

RESOLUTION NO. 626-91 Re: BOE APPEALS NOS. 1991-9, 1991-28
AND 1991-31

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

RESOLVED, That the Board of Education adopt the Decisions and Orders in BOE Appeals Nos. 1991-9, 1991-28, and 1991-31 (student transfers).

RESOLUTION NO. 627-91 Re: BOE APPEAL NO. 1991-10

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

RESOLVED, That the Board of Education adopt the Decision and Order (transfer request) in BOE Appeal No. 1991-10.

RESOLUTION NO. 628-91 Re: BOE APPEAL NO. 1991-11

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

RESOLVED, That the Board of Education adopt the Decision and Order (transfer request) in BOE Appeal No. 1991-11.

RESOLUTION NO. 629-91 Re: BOE APPEAL NO. 1991-12

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

RESOLVED, That the Board of Education adopt the Decision and Order (transfer request) in BOE Appeal No. 1991-12.

RESOLUTION NO. 630-91 Re: BOE APPEAL NO. 1991-14

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

RESOLVED, That the Board of Education adopt the Decision and Order (transfer request) in BOE Appeal No. 1991-14.

RESOLUTION NO. 631-91 Re: BOE APPEAL NO. 1991-19

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

RESOLVED, That the Board of Education adopt the Decision and Order (personnel rescission of resignation) in BOE Appeal No. 1991-19.

RESOLUTION NO. 632-91 Re: BOE APPEAL NO. 1991-20

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

RESOLVED, That the Board of Education adopt the Decision and Order (transfer request) in BOE Appeal No. 1991-20.

RESOLUTION NO. 633-91 Re: BOE APPEAL NO. 1991-22

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

July 22, 1991

RESOLVED, That the Board of Education adopt the Decision and Order (transfer request) in BOE Appeal No. 1991-22.

RESOLUTION NO. 634-91 Re: BOE APPEAL NO. 1991-27

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

RESOLVED, That the Board of Education adopt the Decision and Order (transfer request) in BOE Appeal No. 1991-27.

Re: NEW BUSINESS

Mrs. Hobbs moved and Ms. Gutierrez seconded the following:

RESOLVED, That the Board of Education schedule for action on August 8, 1991, the approval of the use of the sealed contraceptive display kit as recommended by the Citizens Advisory Committee for Family Life and Human Development.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Implementation of Academic Eligibility Requirements
2. Master Calendar of Board Meetings
3. Staff Response to the Title IX/Gender Equity Report

Re: ADJOURNMENT

The president adjourned the meeting at 12:05 a.m.

PRESIDENT

SECRETARY

PLV:nwd