

Re: HB 18 - EDUCATION - GRADUATION FROM
PUBLIC SCHOOLS - PROHIBITION OF
COMMUNITY SERVICE REQUIREMENT AND
SB 2 - STATE BOARD OF EDUCATION -
PUBLIC HIGH SCHOOLS - GRADUATION

Mrs. Fanconi moved and Ms. Gutierrez seconded a motion to oppose HB 18 and SB 2.

RESOLUTION NO. 3-93 Re: AN AMENDMENT TO THE PROPOSED MOTION
TO OPPOSE HB 18 AND SB 2

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

Resolved, That the proposed motion to oppose HB 18 and SB 2 be amended to add that the Board of Education strongly opposed the bills because of state and local board responsibility to determine graduation requirements.

RESOLUTION NO. 4-93 Re: HB 18 - EDUCATION - GRADUATION FROM
PUBLIC SCHOOLS - PROHIBITION OF
COMMUNITY SERVICE REQUIREMENT AND
SB 2 - STATE BOARD OF EDUCATION -
PUBLIC HIGH SCHOOLS - GRADUATION

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

Resolved, That the Board of Education strongly oppose HB 18 and SB 2 because of state and local board responsibility to determine graduation requirements.

Re: PROPOSED POLICY ON GRADING AND
REPORTING

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

WHEREAS, On June 12, 1990, the Board of Education established a Task Force on Grading and Reporting; and

WHEREAS, On March 23, 1992, the Task Force Report on Grading and Reporting was discussed by the Board of Education; and

WHEREAS, On June 10, 1992, the Board of Education received the Staff Response to the Task Force Report on Grading and Reporting; and

WHEREAS, The superintendent agreed to move forward with a policy analysis and changes to the existing policy; now therefore be it

Resolved, That the Board of Education take tentative action on the proposed draft policy on grading and reporting; and be it further

Resolved, That the following tentatively adopted draft policy be sent out for public comment:

GRADING AND REPORTING

A. Purpose

To provide a process for fairly evaluating and reporting student progress that is understandable to students and their parents

B. Issue

A grading and reporting policy should support the philosophy that grades are a way to communicate student progress. As such, grading and reporting practices should reflect a philosophy that includes the following:

1. Awareness and knowledge about a student's progress are a shared responsibility of the home and school
2. A variety of assessments are used in determining a student's grades and progress
3. Grades are determined from assessments based on material and objectives that are covered in each subject/class by the student's classroom teacher.

C. Position

1. Students will be informed of the general objectives of each course or unit and of the basis upon which students' performance will be evaluated. Parents will be informed of the availability of general objectives by the school.
2. Students should be informed about their progress throughout the grading period to determine strengths and to address weaknesses.

3. Training in instructional delivery will include assessment techniques.
4. Student progress is evaluated and reported in terms of the performance on multiple and varied assessment measures corresponding with objectives. Objectives and assessment measures are based on the objectives in the MCPS Program of Studies, appropriate to the subject, grade, age level, and/or special program.
 - a. For pre-kindergarten and kindergarten, there will be a minimum of:
 - (1) A group conference in August/September to orient parents to the nature, objectives, and format of the program
 - (2) An individual conference by midyear with the parents of each child to evaluate the child's progress. A checklist or narrative report will be provided.
 - (3) A checklist or narrative report will be provided at the end of the year for the parents of each child.
 - b. For Grades 1 and 2, the MCPS Form 355-16: Teacher's Comments Sheet will be completed. The comments should address:
 - (1) The objectives presented to the student
 - (2) The progress that the student is making
 - (3) How the student's progress compares with grade level expectations
 - (4) The indication of a comment such as "Conference held on (date)" when a report card conference is held

Grades are based on evidence of the attainment of the objectives assigned the student(s). The degree to which the student has attained the objectives will be determined by performance on appropriate assessment measures.

At least one parent-teacher conference will be conducted during the first semester of each year. In addition, reading and mathematics will be reported according to grade level expectations.

- c. For Grades 3, 4, 5, and 6 in elementary schools, a report form will be used with A through E letter grades for subjects other than handwriting, art, music, and physical education. Grades are based on evidence of the attainment of the objectives assigned the student. The degree to which the student has attained these objectives will be determined by performance on appropriate assessment measures. In addition, reading and mathematics will be reported according to grade level expectations.
- (1) Handwriting, art, music, and physical education will be reported with the symbols O, S, and N. Grades are based on evidence of the attainment of objectives assigned the student.
 - (2) At least one parent-teacher conference will be conducted during the first semester of each year.
- d. For grades 6, 7, and 8 in middle schools, report forms with A through E letter grades will be used in all subjects. Grades are based on evidence of the attainment of objectives assigned to the student. The degree to which the student has attained these objectives will be determined by performance on appropriate assessment measures. Conferences should be part of the middle school grading process.
- e. For grades 9-12 in high schools, report forms with A through E letter grades will be used in all subjects. Grades are based on evidence of the attainment of the course objectives. The degree to which the student has attained these objectives will be determined by performance on appropriate assessment measures.
- (1) Regular daily attendance is a requirement for every course. Therefore, a student in Grades 9-12 who has five or more unexcused absences from a class will receive a Loss of Credit/E₂ for the course.
 - (2) Final examinations for all major subjects Grades 9-12 shall be computed as 25 percent of the final grade for the semester and the final exam grade shall be indicated on the report card.

- (3) Students who have the written permission of their parents or who have reached the age of majority (18 years of age) may be evaluated on a credit/no credit basis instead of by the standard letter grades in subjects not specifically identified as required for graduation by the State Department of Education or MCPS. This decision is to be considered final as of the date on which it is made.

A student may have one credit/no credit option per semester in Grade 9, one in Grade 10, two in Grade 11, and two in Grade 12. The minimum standard for a credit will be achievement at the same level as that for a passing mark in any other course.

- (4) Teachers will provide students with course objectives and the teacher's grading system for each course.
 - (5) Conferences should be encouraged and held when needed. Teacher-student conferences as well as parent-teacher conferences are encouraged.
5. In Grades 1 through 8, an evaluation of the student's work habits within the school environment in relation to the attainment of objectives will supplement the progress report for academic achievement.
 6. For Grades 7 through 12, final examinations or evaluation activities for English, social studies, mathematics, science, and foreign languages shall include a relevant written examination with short answer and/or essay questions where applicable.
 7. Letter grades should reflect the following evaluation codes:
 - A Outstanding level of performance
 - B High level of performance
 - C Acceptable level of performance
 - D Minimal level of performance
 - E Unacceptable level of performance

8. Honors, Advanced Placement, and Certificate of Merit classes shall be designated on the Grade 9-12 student's report card and transcript.
9. Pre-kindergarten and kindergarten report cards will be issued at the end of the first semester and at the end of the year. Elementary report cards will be issued every nine weeks and middle and high school report cards will be issued every six weeks.
10. Homework should reinforce the objectives presented to the student.
11. Parent-teacher-student and teacher-student conferences at all levels, in addition to regular parent-teacher conferences provided for above, are encouraged at appropriate intervals during the school year for all students.
12. During the professional days before the opening of school year, every school will orient its teachers to this policy and its regulation.
13. The superintendent is authorized to approve alternate evaluation and reporting methods when there is evidence that faculties and school communities have been involved in their development and that there is broad support in the faculty and among parents to use the proposed method, research literature has been reviewed, objectives have been clearly stated, and procedures for assessing their effectiveness are valid; provided that within two years of its installation, a reliable survey of opinion among parents and faculty has determined that the alternative method is preferred by a majority of those responding.
14. Letter grades will, at the request of an individual parent, supersede any approved alternate method for reporting at Grades 3 to 12 when requested at the beginning of the school year or of the second semester; and in elementary schools in which the methods outlined in this policy statement are in use, any parent may decline to have his/her child's progress evaluated and reported by these methods.

D. Desired Outcome

All students will receive grades that fairly and accurately report their progress to date.

Re: A MOTION BY MS. GUTIERREZ TO AMEND
THE PROPOSED POLICY ON GRADING AND
REPORTING (FAILED)

A motion by Ms. Gutierrez to amend the proposed policy on grading and reporting in C.d to read "Conferences shall be part of the middle school grading process" failed with Mrs. Brenneman, Mr. Ewing, Mrs. Gordon, and Ms. Gutierrez voting in the affirmative; Mr. Abrams and Mrs. Fanconi voting in the negative; Dr. Cheung and Mr. Sims abstaining.

Board members agreed to change C. e. 10 to read, "Homework will reinforce the objectives presented to the student."

Re: A MOTION BY MRS. BRENNEMAN TO AMEND
THE PROPOSED POLICY ON GRADING AND
REPORTING (FAILED)

A motion by Mrs. Brenneman to amend the proposed policy on grading and reporting in C.e.13. to read, "Alternate evaluation and reporting methods may be approved..." and at the end add a reference to the site-based management policy failed with Mrs. Brenneman and Mrs. Fanconi voting in the affirmative; Mr. Abrams, Dr. Cheung, Mr. Ewing, Mrs. Gordon, Ms. Gutierrez, and Mr. Sims voting in the negative.

RESOLUTION NO. 7-93 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON GRADING AND REPORTING

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

Resolved, That the proposed policy on grading and reporting be amended in C.e.13 to read, "Alternate evaluation and reporting methods may be approved..." and add at the end, "For those schools participating in site-based management, the process for accomplishing this change would be the site-based management policy. For other schools, a request would be made of the superintendent and Board for approval."

RESOLUTION NO. 8-93 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON GRADING AND REPORTING

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

Resolved, That the proposed policy on grading and reporting be amended in E. Implementation Strategies to add, "The implementation plan will also address the need to support and

WHEREAS, The superintendent agreed to move forward with a policy analysis and changes to the existing policy; now therefore be it

Resolved, That the Board of Education take tentative action on the proposed draft policy on grading and reporting; and be it further

Resolved, That the following tentatively adopted draft policy be sent out for public comment:

GRADING AND REPORTING

A. Purpose

To provide a process for fairly evaluating and reporting student progress that is understandable to students and their parents

B. Issue

A grading and reporting policy should support the philosophy that grades are a way to communicate student progress. As such, grading and reporting practices should reflect a philosophy that includes the following:

1. Awareness and knowledge about a student's progress are a shared responsibility between the school and the home
2. A variety of assessments is used in determining a student's grades and progress
3. Grades are determined from assessments based on material and objectives that are covered in each subject/class by the student's classroom teacher
4. Teachers are each responsible for the implementation of an equitable evaluation system which reflects the progress of each student for the appropriate objectives.

C. Position

1. Students will be informed of the general objectives of each course or unit and of the basis upon which students' performance will be evaluated. Parents will be informed of the general objectives by the school.
2. Every student should be informed about his/her progress throughout the grading period to determine strengths and to address weaknesses.

3. Training in instructional delivery will include the development and use of assessment techniques.
4. Student progress is evaluated and reported in terms of the performance on multiple and varied assessment measures corresponding with objectives. Classroom objectives and assessment measures are based on the objectives in the MCPS Program of Studies, appropriate to the subject, grade, age level, and/or special program.
 - a. For pre-kindergarten and kindergarten, there will be a minimum of:
 - (1) A group conference in August/September to orient parents to the nature, objectives, and format of the program
 - (2) An individual conference by midyear with the parents of each child to evaluate the child's progress. A checklist or narrative report will be provided.
 - (3) A checklist or narrative report will be provided at the end of the year for the parents of each child.
 - b. For Grades 1 and 2, the MCPS Form 355-16: Teacher's Comments Sheet will be completed. The comments should address:
 - (1) The objectives presented to the student
 - (2) The progress that the student is making
 - (3) How the student's progress compares with grade level expectations
 - (4) The indication of a comment such as "Conference held on (date)" when a report card conference is held

Grades are based on evidence of the attainment of the objectives assigned the student(s). The degree to which the student has attained the objectives will be determined by performance on appropriate assessment measures.

At least one parent-teacher conference will be conducted during the first semester of each year. In addition, reading and mathematics will be reported according to grade level expectations.

- c. For Grades 3, 4, 5, and 6 in elementary schools, a report form will be used with A through E letter grades for subjects other than handwriting, art, music, and physical education. Grades are based on evidence of the attainment of the objectives assigned the student. The degree to which the student has attained these objectives will be determined by performance on appropriate assessment measures. In addition, reading and mathematics will be reported according to grade level expectations.
- (1) Handwriting, art, music, and physical education will be reported with the symbols O, S, and N. Grades are based on evidence of the attainment of objectives assigned the student.
 - (2) At least one parent-teacher conference will be conducted during the first semester of each year.
- d. For grades 6, 7, and 8 in middle schools, report forms with A through E letter grades will be used in all subjects. Grades are based on evidence of the attainment of objectives assigned to the student. The degree to which the student has attained these objectives will be determined by performance on appropriate assessment measures. Conferences should be part of the middle school grading process.
- e. For grades 9-12 in high schools, report forms with A through E letter grades will be used in all subjects. Grades are based on evidence of the attainment of the course objectives. The degree to which the student has attained these objectives will be determined by performance on appropriate assessment measures.
- (1) Regular daily attendance is a requirement for every course. Therefore, a student in Grades 9-12 who has five or more unexcused absences from a class will receive a Loss of Credit/E₂ for the course.
 - (2) Final examinations for all major subjects Grades 9-12 shall be computed as 25 percent of the final grade for the semester and the final exam grade shall be indicated on the report card.

- (3) Students who have the written permission of their parents or who have reached the age of majority (18 years of age) may be evaluated on a credit/no credit basis instead of by the standard letter grades in subjects not specifically identified as required for graduation by the State Department of Education or MCPS. This decision is to be considered final as of the date on which it is made.

A student may have one credit/no credit option per semester in Grade 9, one in Grade 10, two in Grade 11, and two in Grade 12. The minimum standard for a credit will be achievement at the same level as that for a passing mark in any other course.

- (4) Teachers will provide students with course objectives and the teacher's grading system for each course.
 - (5) Conferences should be encouraged and held when needed. Teacher-student conferences as well as parent-teacher conferences are encouraged.
5. In Grades 1 through 8, an evaluation of the student's work habits within the school environment in relation to the attainment of objectives will supplement the progress report for academic achievement.
 6. For Grades 7 through 12, final examinations or evaluation activities for English, social studies, mathematics, science, and foreign languages shall include a relevant written examination with short answer and/or essay questions where applicable.
 7. Letter grades should reflect the following evaluation codes:
 - A Outstanding level of performance
 - B High level of performance
 - C Acceptable level of performance
 - D Minimal level of performance
 - E Unacceptable level of performance

8. Honors, Advanced Placement, and Certificate of Merit classes shall be designated on the Grade 9-12 student's report card and transcript.
9. Pre-kindergarten and kindergarten report cards will be issued at the end of the first semester and at the end of the year. Elementary report cards will be issued every nine weeks and middle and high school report cards will be issued every six weeks.
10. Homework will reinforce the objectives presented to the student.
11. Parent-teacher-student and teacher-student conferences at all levels, in addition to regular parent-teacher conferences provided for above, are encouraged at appropriate intervals during the school year for all students.
12. During the professional days before the opening of school year, every school will orient its teachers to this policy and its regulation.
13. Alternative evaluation and reporting methods may be approved when there is evidence that faculties and school communities have been involved in their development and that there is broad support in the faculty and among parents to use the proposed method, research literature has been reviewed, objectives have been clearly stated, and procedures for assessing their effectiveness are valid; provided that within two years of its installation, a reliable survey of opinion among parents and faculty has determined that the alternative method is preferred by a majority of those responding. For those schools participating in site-based management, the process for accomplishing this change would be the site-based management policy. For other schools, a request would be made of the superintendent and Board for approval.
14. Letter grades will, at the request of an individual parent, supersede any approved alternate method for reporting at Grades 3 to 12 when requested at the beginning of the school year or of the second semester; and in elementary schools in which the methods outlined in this policy statement are in use, any parent may decline to have his/her child's progress evaluated and reported by these methods.

D. Desired Outcomes

All students will receive grades that fairly and accurately report their progress to date.

Parents will be provided on a regular basis information useful to them in assisting their children to achieve.

E. Implementation Strategies

A plan for implementing this policy will be established by the superintendent to designate clearly the departmental and staff responsibility for producing the instructional objectives, informing students of assignments in advance to the extent practicable, assessment techniques, and in-service training programs as needed; determining time schedules for achieving these tasks; making changes in automating report cards; and preparing budget reviews for maintaining the effort. The implementation plan will also address the need to support and ensure effective communication with the multi-lingual parent community.

F. Review and Reporting

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

Re: ANNOUNCEMENT

Dr. Cheung announced that the Board had been meeting in closed session to consider appeals.

Re: PUBLIC COMMENTS

Gretchen Fanconi appeared before the Board.

RESOLUTION NO. 12-93 Re: FY 1993 CATEGORICAL TRANSFER WITHIN
THE PROVISION FOR FUTURE SUPPORTED
PROJECTS

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

Resolved, That the superintendent of schools be authorized to effect a categorical transfer of \$26,354 within the FY 1993 Provision for Future Supported Projects, in accordance with County Council provision for transfers, in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
1 Administration	\$ 7,000	
2 Instructional Salaries		\$16,000
3 Other Inst. Costs		8,000
4 Special Education		2,354
7 Pupil Transportation	2,354	
10 Fixed Charges	<u>17,000</u>	
Total	\$26,354	\$26,354

and be it further

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

RESOLUTION NO. 13-93 Re: UTILIZATION OF FY 1993 FUTURE SUPPORTED PROJECT FUNDS FOR THE SATURDAY OPPORTUNITIES ENRICHMENT PROGRAM AT MARYVALE ELEMENTARY SCHOOL

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1993 Provision for Future Supported Projects a grant award of \$10,000 from the Riggs National Bank of Washington, D.C., to continue the Saturday Opportunities Enrichment program at Maryvale Elementary School, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$ 4,742
3 Other Instruc. Costs	4,879
10 Fixed Charges	<u>379</u>
Total	\$10,000

and be it further

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

RESOLUTION NO. 14-93 Re: UTILIZATION OF FY 1993 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
MARYLAND'S TOMORROW PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1993 Provision for Future Supported Projects an additional \$40,737 from the Maryland State Department of Education (MSDE), through the Montgomery County Private Industry Council (PIC), for the Maryland's Tomorrow program, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$34,504
3 Other Instruc. Costs	3,000
10 Fixed Charges	<u>3,233</u>
Total	\$40,737

and be it further

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

RESOLUTION NO. 15-93 Re: AN AMENDMENT TO THE RECOMMENDATION
TO SUBMIT AN FY 1993 GRANT PROPOSAL
TO STUDY THE LANGUAGE DEVELOPMENT
OF CENTRAL AMERICAN PRESCHOOLERS

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

Resolved, That the background information on the proposed resolution to submit an FY 1993 grant proposal to study the language development of Central American preschoolers be deleted.

RESOLUTION NO. 16-93 Re: SUBMISSION OF AN FY 1993 GRANT
PROPOSAL TO STUDY THE LANGUAGE
DEVELOPMENT OF CENTRAL AMERICAN
PRESCHOOLERS

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

Resolved, That the superintendent of schools be authorized to submit an FY 1993 grant proposal for \$48,616 to the United States Department of Education, under the Field-Initiated Studies

RESOLUTION NO. 24-93 Re: CHANGE ORDERS OVER \$25,000

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

WHEREAS, The Department of Facilities Management has received change order proposals for various capital projects that exceed \$25,000; and

WHEREAS, Staff and the project architects have reviewed these change orders and found them to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change orders for the amounts and contracts indicated:

ACTIVITY 1

Project: Forest Knolls Elementary School

Description: The contract documents for Forest Knolls Elementary School contained special masonry units that were eliminated as a result of a value engineering study conducted by Division of Construction staff. Eliminating these items will reduce cost without sacrificing quality and result in a credit to the project.

Contractor: Bildon, Inc.

Amount: \$(34,789)

ACTIVITY 2

Project: Oakland Terrace Elementary School

Description: The preliminary geotechnical report for Oakland Terrace Elementary School indicated that there might be poor soil in a portion of the new building area; however, the project architect could not determine the exact amount until the excavation work was completed. Since the amount of poor soil could not be quantified, funds were set aside and unit prices included in the bid documents stipulating how much the contractor would be paid as a change order when poor soil was encountered. The cost of this change order is based on unit prices that were bid as part of the architectural documents.

Contractor: Bildon, Inc.

Amount: \$128,506

ACTIVITY 3

Project: Walt Whitman High School

Description: Subsequent to the start of construction on the Walt Whitman High School building, the Washington Suburban Sanitary Commission revised the water and sewer service for the new facility. This change also required revisions to the stormwater management plans for the site. This work is being completed as a change order because the revisions were not included in the original bid.

Contractor: Donohoe Construction Co., Inc.

Amount: \$41,123

ACTIVITY 4

Project: Walt Whitman High School

Description: The construction of the new Walt Whitman High School building required a substantial amount of earth excavation due to the topography of the site. This involved cutting earth from certain portions of the site to be used as fill in other areas. During the excavation, soil was uncovered that could not be used as structural fill under the new building. It was anticipated that some unusable soil would be encountered; however, the exact amount could not be determined until the excavation work was completed. Since the amount of unusable soil could not be quantified, funds were set aside in the contingency and unit prices included in the bid documents to complete any additional earthwork. Based on unit prices, the cost to remove the non-structural fill from the site was estimated to be approximately twice as much as the cost to spread it on areas that did not require structural fill. To reduce cost, this soil was stockpiled to be used to improve the athletic fields. This change order is to stockpile, spread, and compact the non-structural fill as part of the grading of the athletic fields.

Contractor: Donohoe Construction Co., Inc.

Amount: \$213,514

RESOLUTION NO. 25-93 Re: BID NO. 51-93, PURCHASE OF SCHOOL BUSES, BID NO. 54-93, FINANCING OF SCHOOL BUSES, AND BID NO. 47-92, PURCHASE OF SCHOOL BUSES - EXTENSION

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

WHEREAS, It is necessary to purchase 23 additional school buses for increased enrollment; and

WHEREAS, It has been determined that extension of Bid No. 47-92, Purchase of School Buses for the purchase of seven buses is cost effective, authorized by the terms of the bid, and in the best interest of MCPS; and

WHEREAS, Patco Distributors, Inc., has agreed to extend the existing prices, terms and conditions of Bid No. 47-92 for the purchase of seven 69-passenger school buses; and

WHEREAS, The Board of Education advertised Bid No. 51-93, Purchase of School Buses, and Bid No. 54-93, Financing of School Buses, to lease/purchase 16 additional school buses to be used in transporting students within Montgomery County; and

WHEREAS, The Board of Education deems the acquisition of school buses through a lease/purchase agreement to be essential to the operation of the public schools; and

WHEREAS, It is necessary at this time, as has been the practice in prior years, and in the public interest, for the Board of Education to acquire 23 additional buses included in the Superintendent's FY 1994 Operating Budget, in order to receive them before the opening of school this fall; and

WHEREAS, Patco Distributors, Inc. and District International Trucks, Inc., are the lowest responsible bidders meeting specifications to provide the 16 school buses, and GE Capital Public Finance, Inc., is the lowest responsible bidder meeting specifications to provide a four-year lease/purchase arrangement at preferred financing for all 23 school buses; now therefore be it

Resolved, That the Board of Education of Montgomery County award the extension of Bid No. 47-92, Purchase of School Buses to Patco

Distributors, Inc., for seven 69-passenger school buses for \$431,830; and be it further

Resolved, That the Board of Education of Montgomery County award Bid No. 51-93, Purchase of School Buses, to:

Patco Distributors, Inc., for two 69-passenger buses	\$177,957
Patco Distributors, Inc., for four 48-passenger buses	231,944
District International Trucks, Inc., for 10 36-passenger buses	<u>464,040</u>

Total	\$873,941
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and be it further

Resolved, That the Board of Education of Montgomery County award Bid No. 54-93, Financing of School Buses, to GE Capital Public Finance, Inc., under a four-year lease/purchase agreement totaling \$1,453,963.80 for the 23 school buses; and be it further

Resolved, That the Board of Education president and the superintendent of schools be authorized to execute the documents necessary for these transactions.

RESOLUTION NO. 26-92 Re: FINAL APPROVAL OF TRI-CON CONTRACT

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

WHEREAS, The Board of Education has approved an extension of the C&P Telephone Company contract to provide Centrex service to MCPS through June 30, 2004 and has endorsed an "agreement in principle" with Bell Atlantic Tri-Con Government Finance, Inc., to provide financing for the capital line charges during the extension period; and

WHEREAS, The required custom tariffs have been approved by the Public Service Commission, enabling finalization of the terms and conditions of these contracts; and

WHEREAS, The Board of Education has determined that it is in the public interest to enter into the financing agreement with Bell Atlantic Tri-Con Government Finance, Inc. and to modify the Agreement for Centrex Services with C & P Telephone Company to provide a schedule for refunding any prepaid portions, if necessary; now therefore be it

Resolved, That the Board of Education approve the final contracts with C & P Telephone Company and Tri-Con; and be it further

Resolved, That the Board president and superintendent of schools be authorized to execute the documents necessary for these transactions.

Re: SCHOOL INSPECTION - CHURCHILL

The school inspection for the Churchill High School gymnasium addition was set for Tuesday, January 20, 1993, at 2 p.m. Mr. Abrams will attend.

RESOLUTION NO. 27-93 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mr. Ewing, 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. 28-93 Re: DEATH OF MRS. MARILYN FIVOZINSKY,
CLASSROOM TEACHER ON PERSONAL
ILLNESS LEAVE FROM SLIGO MIDDLE
SCHOOL

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

WHEREAS, The death on December 6, 1992, of Mrs. Marilyn Fivozinsky, a classroom teacher on personal illness leave from Sligo Middle School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Fivozinsky was an outstanding teacher who was highly respected by her colleagues and the Sligo community; and

WHEREAS, Mrs. Fivozinsky was always willing to be helpful with the total school needs, and her sense of humor and caring for others made her a wonderful asset to the school system; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Marilyn Fivozinsky 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. Fivozinsky's family.

RESOLUTION NO. 29-93 Re: DEATH OF MRS. BONNIE RICE, SPECIAL
EDUCATION TEACHER AT MEADOW HALL
ELEMENTARY SCHOOL

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

WHEREAS, The death on December 7, 1992, of Mrs. Bonnie Rice, a special education teacher at Meadow Hall Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the 21 years that Mrs. Rice had been a member of the staff of Montgomery County Public Schools, she had made valuable contributions to the school system; and

WHEREAS, Mrs. Rice was a truly effective teacher and had earned the respect of students, staff, and parents; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Bonnie Rice 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. Rice's family.

RESOLUTION NO. 30-93 Re: DEATH OF MR. ANTHONY PATRICK
ROMANO, BUS OPERATOR IN AREA 2
TRANSPORTATION

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

WHEREAS, The death on December 1, 1992, of Mr. Anthony Patrick Romano, a bus operator in Area 2 Transportation, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the short time that Mr. Romano had worked for Montgomery County Public Schools, he demonstrated competence as a bus operator; and

WHEREAS, Mr. Romano's eagerness to learn and his pleasant personality and good relationships with his fellow workers made him a valuable employee; now therefore be it

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

January 12, 1993

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

RESOLUTION NO. 31-93 Re: DEATH OF MRS. SUSAN R. STRNAD,
CLASSROOM TEACHER AT NORTH CHEVY
CHASE ELEMENTARY

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

WHEREAS, The death on December 18, 1992, of Mrs. Susan R. Strnad, a classroom teacher at North Chevy Chase Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Strnad was an advocate for children who believed that all children could be successful and planned for and taught toward this objective; and

WHEREAS, Mrs. Strnad's abilities to motivate students to become interested in learning and achieving success made her an asset to Montgomery County Public Schools; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Susan R. Strnad 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 forwarded to Mrs. Strnad's family.

RESOLUTION NO. 32-93 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Donna Weldin	Acting Asst. Principal Twinbrook ES	Principal Strawberry Knoll ES Effective: 1-13-93

Mr. Abrams noted that at the last meeting he had not been present for the vote on personnel. He asked that the minutes reflect that he had supported the personnel appointments as well as the committee appointments.

Re: UPDATE ON ISSUES RELATED TO SERIOUS
EMOTIONAL DISTURBANCE (SED)

Dr. Vance introduced Dr. Hiawatha Fountain, associate superintendent, and explained that the paper before the Board was an update on SED dealing with the technical aspects of the database and future directions.

Dr. Fountain recalled that he and staff had appeared before the Board last January as well as in August, but at that time they did not have the data system piece. He introduced Mr. Anthony Paul, Dr. Joy Markowitz, and Ms. Sandra Lebowitz who would present the report.

Mr. Paul reported that in the last two meetings they had presented a comprehensive plan for SED students including the establishment of the comprehensive database for SED students. He said that the database would impact on every facet of the comprehensive SED plan. The database covered February 1992 to June 1992, and there were 4,693 youngsters in the database. He explained that they did not want a database that was just about coding children. They wanted to get a good representation of those youngsters experiencing significant emotional or behavioral problems. The first two goals of the database had been accomplished. This included an accurate accounting of students with SED and a profile of these students including various factors such as gender and ethnic background. The remaining three goals would be addressed as the data collection continued. These were linking services and strategies to outcomes, a mechanism for a longitudinal view of the population, and a means for evaluating both student success and program effectiveness. They were now sharing the data with outside agencies such as the Department of Social Services and Juvenile Services. They were using the data to determine training needs and the expansion of some pilot programs. The overall outcomes should allow for early identification, provision of services linked to student needs, and earlier successes. In the future, they hoped that database would identify successful strategies especially for students who were over-represented in SED. They would have data on the success and failure of programs for all populations. By applying certain strategies and services, they hoped that African-American students might be served at lower levels and not be referred to higher levels of special education services.

Dr. Markowitz reported that their first major task was to identify students who were potential candidates for the database. This included students who were coded SED as well as other students experiencing significant emotional or behavioral difficulties in schools. They obtained these students from the existing special education database. The SED unit then developed

a set of indicators to determine if the student should be in the SED database. These indicators were not part of any MCPS bank of information. In order to obtain this information, staff from the SED unit went to each of the 174 MCPS schools and a number of nonpublic programs as well. They met with staff at the school, and during these visits the SED staff met weekly to discuss questions and problems that arose. The process resulted in the identification of 4,693 students, and 59 percent of those students had disability codes. The others had not been coded as disabled.

In regard to the strengths and limitations of the database, Dr. Markowitz explained that the primary strength was the extensive information it provided. For the first time, they had a more complete picture of the number and characteristics of students experiencing significant emotional and behavioral difficulties in school. National data revealed that students coded SED did not represent all of the students in need of support. The second strength resulted from the data collection process because linkages were created between the SED unit and the schools. The third strength was the opportunity for school-based staff to review and discuss the services being implemented at that time.

Dr. Markowitz said there were limitations in the database. They had a variation in data because the data were not available in a standardized format. They had concerns about confidentiality; therefore, school-based staff were reluctant to provide information especially on students not classified as disabled. Because of the first two items, they knew that their data were incomplete in such areas as outside agency involvement and psychiatric hospitalizations. The third limitation was that of staff time. They did not have enough staff time to address a very complex task of collecting and managing the data. The fourth limitation was that the database was a snapshot in time and could not tell them about changes over time or trends unless they invested time and money into making it an ongoing project.

Dr. Markowitz believed that the strengths of this effort far outweighed its limitations. Without the data, MCPS would be stumbling in the dark while trying to implement a comprehensive plan for students with SED. She pointed that the data in the superintendent's memorandum represented only a small fraction of the data they had available at this time. They wanted to give the Board and the public a sense of the enormity of the challenge of providing support for more than 4,600 students who were SED. Piloting the database would enable them to link services and strategies with successes and outcomes.

Mr. Paul reported that now that they had data on the number of students and the profile of students, they would list services and strategies for each student and match these to student

success. They had started this process to give them an expanded database that would provide matches between student profiles and the strategies and services providing most successful. They would be working with Westbrook, Pyle, and Whitman. At Westbrook, they had an elementary cluster program, and at Pyle they had the only mid-level Level 4 SED program. Whitman has a Mark Twain satellite. Services from the SED grant were actually being provided in these schools, and they were doing therapy with families and with children. They were offering counseling support and interagency linkages. If they were successful in getting phase 2 of the SED grant funded, this would allow them to pick up three additional schools and study students who were not coded for SED. The other critical need was for the database to be longitudinal which would allow them to match students to services, strategies, and intensities at the time of initial identification based on historical data of students with like profiles. This would enable them to evaluate student success and failure objectively and program success and failure. This would permit them to determine the cost of services and intensities over time.

Mrs. Lebowitz reported that they had completed their first two goals and started on the third goal. They still needed to develop a means to analyze data longitudinally. They would continue to provide periodic written reports to the Board as they gathered data. They anticipated that their next report would be November 1993.

Mrs. Fanconi indicated her pleasure with the report because the goals were very clear and because the report was an honest one. She was pleased to see the limitations listed. She would be asking about a possible substudy to give them an idea of how this might work in getting successful strategies to students. She wanted to talk about what was needed to do this longitudinally. She hoped they would not have to go through the time-consuming process of getting this information, and she was disturbed that they had not been told of the need to do the longitudinal work. She would also like to talk about the impact of non-coded SED students on regular education. It seemed to her there might be a correlation between suspensions, expulsions, and violence in older children because services had not been there earlier.

Mrs. Fanconi asked about the composition of the SED unit. Mr. Paul replied that they had the SED coordinator, a secretary, and a .5 counselor/consultant. They had been able to involve the behavioral support teachers who were part of the field offices and through the grant they had a licensed social worker and Dr. Markowitz who was half time.

Mrs. Fanconi asked whether they had worked with smaller groups of children to get some idea of how this was going to work with coded and noncoded children. Mr. Paul replied that while they

were working on the database they had also been working on the comprehensive plan which included the elementary Level 4 SED clusters. In these places, they had been able to work with that entire school. He explained that he had learned to be very careful with data. They took 72 children in the cluster schools in the single Level 4 classes and looked at how many children were referred to Level 5, how many were hospitalized, and how many were placed on home instruction. Of the 72, another window in time, there were two hitting those three areas, and 38 hit a single area. However, they made no accommodations for the severity of the student's problem. He still believed this was a powerful statement that spoke to the models, the training, and what they had been attempting to do.

Mr. Ewing thought the database would be immensely useful, and he was pleased with the amount of progress that had been made. He, too, was pleased with the discussion of the strengths and weaknesses of the database. He remarked that in any program where one was attempting to identify the people to be served, the creation of a database purporting to identify the populace was a critical step which might permit them to do a first-rate job of serving that group. If critical groups were left out, they would miss some real needs. When they talked about the group and searched for people to identify, the most severely disabled students were likely to be hospitalized. He asked whether these students were included and whether staff went to the hospitals. Mr. Paul replied that they did go to the hospitals, but one of the weaknesses was that if children were hospitalized briefly the only source of information about that was in the local school. He hoped that in the proposed pilot they would have parents, a psychiatrist, and a psychologist on that team to provide input.

It seemed to Mr. Ewing there was another issue of whom they served and how they were served. This had to do with the fact that MCPS was an educational organization and for some segment of the SED population, educational strategies might not work. Some children might be so ill that they could not be made well enough to get them into a classroom for any significant amount of time. He thought that the educational and therapeutic model might work for almost all of this population but was unlikely to work for 100 percent of it. They needed strategies to deal with that as well. Mr. Paul replied that when they looked at this group it was important to believe that these children could grow and learn like anyone else. Their job was to provide opportunities. If they started with the premise of having a continuum of services including segregated facilities. The important piece was the linkage with the interagency people so that strategies were meshed. He did not see any kind of backing off of one agency being educational and one being therapeutic that they could employ in an educational setting. They had proven that in isolated settings over time in MCPS.

Dr. Fountain commented that database gave them hard data to deal with other agencies out there. They could now point out what was the MCPS piece of the bailiwick and what belonged to other agencies. He noted that there would be 22 LEAs learning from each other through the grants, and the second meeting would be held in Washington. This would provide MCPS with information from across the United States on ways to work with these youngsters.

Mr. Ewing thought that they had a great start and they were on the right track. He hoped they would not structure the database so that they could not expand it.

Ms. Gutierrez applauded staff for their excellent report. She would like to get a better understanding of what it meant to have noncoded students in classes. She was concerned about the significant percentages of African American students in the noncoded population. Mr. Paul replied that this showed them there were a number of students whose behavior and emotional state were troubling. This was coming to the attention of the administration and was having a high impact on those schools. They had looked at why some of these students were not coded and found that most schools were working very hard to deal with these children. What this said was that they needed to go in and help these schools to deal with these behaviors without coding the students.

It seemed to Ms. Gutierrez that they were talking about a training component here. It was evident to her that MCPS was doing significant work which was breaking new ground based on the grants. She wondered what would happen if they did not have the grant. She also asked about the needs they should be aware of from a policy-making, budget perspective to assure the effort continued to include the longitudinal base. Dr. Fountain replied that the most important thing they had done was to develop the database. They could take the database information and dovetail it with their services. This would provide them with better information in order to make better decisions about services.

Dr. Cheung complimented the staff on the work they had done with the database. He believed they needed good data to manage programs. He inquired about the software being used, and Dr. Markowitz replied that it was a relational database called Foxpro.

Mrs. Fanconi asked whether the Board had to take action to go forth with the longitudinal study. Dr. Fountain replied that no action was necessary because it was covered under the student data system that they were developing.

Mrs. Fanconi suggested that when the superintendent brought his recommendations to the Board on OSAE that he consider moving the

behavior support teachers to the SED unit along with the work they were doing on placements and strategy decisions. She asked the superintendent to look at some reorganization to support this program. Dr. Vance agreed to provide a response to this inquiry. He had been thinking about a necessary action step which was a bit more long term than immediate reactions particularly for the 1994 budget and its implications. It was that going through the OSAE task force report and reviewing the SED report there were serious implications here in the whole area of mental health. He would like to look at this in that context rather than a piece here and a piece there. He would like to bring back the implications of that for the future.

Mrs. Fanconi commented that what they wanted to move toward was the maximum flexibility to provide services to children and the ability to move them in and out of appropriate placements regardless of whether or not they were coded. Dr. Vance commended Dr. Fountain and Mr. Paul for their leadership in this effort.

Re: TASK FORCE ON GENDER EQUITY IN
ATHLETICS REPORT

Dr. Cheung explained that this item was before the Board for discussion. The superintendent would be making recommendations later, and at that time there would be a Board meeting to take action. Dr. Vance added that he would share the immediate and direct costs to implement the actions and a time line for implementation.

Dr. Vance suggested that they turn the meeting over to the members of the task force. He introduced Ms. Pat Barry, coordinator of secondary physical education and athletics and chair of the task force. Ms. Barry introduced Mr. Ed Masood, Ms. Lillian Potter, Dr. Peggy Kellers, Mr. Gil Tietz, Ms. Diana Barcelo-Viera, Mr. Warren Crutchfield, Ms. Liz Bouve-Johnson, Ms. Connie Tonat, Mr. Kevin Headen, Ms. Ann Frantz, Mr. Harold Hilliard, Ms. Fran Edlovitch, Dr. Jay Shotel, and Dr. Oliver Lancaster. Ms. Barry remarked that this was a very cohesive and work-oriented group.

Ms. Barry said their report was some 70 pages in length and contained 66 recommendations. They had obtained data and information and had attended over 300 athletic events this fall. Of the 66 recommendations, 41 had no direct costs, and seven were coupled with recommendations that did have cost. About 48 cost nothing, and 16 could have impact on the operating budget, two on the capital budget, and two on negotiations. To her knowledge, this was the only report in the country of a self-study of a school system's high school athletic program. They surveyed nearly 7,000 students, and the sampling was selected by the Department of Educational Accountability. The questions were

developed by the four student members with the participation of Mr. Sims. The survey in the report was a compilation of all of the results. Each principal, athletic director, and newspaper sponsor had a copy of the results from their school. Therefore, each community could focus in on what their constituents had said.

Ms. Barry remarked that MCPS had taken great steps in the past 20 years to implement Title IX. She thought they had been lulled by their accomplishments, and the letter written by Lillian Potter was their wake-up call. Already much had occurred, and there had been a very positive reception and an awareness of issues dealing with equity in athletics, not just gender equity. People were now asking for help and guidance, and open discussions were occurring in classrooms. Many of the recommendations had already started to be implemented.

Dr. Kellers stated that the members of the Board of Education and the leaders of the school system had a golden opportunity to fulfill their responsibility to gender equity in athletics for girls and women. The key to success was a commitment from the top to the implementation and on-going monitoring of equitable policies and practices in athletics and for an attitude change that embraced the importance and value of the sport experience for females. By fulfilling both of these, she believed that MCPS would fulfill the spirit and intent of Title IX. The success of Title IX was dependent upon the self-evaluation and self-monitoring process. Based on the recommendations of the task force, an effective implementation and monitoring plan was in place. The report demonstrated the creativity to implement change. The intent of Title IX was that equal opportunity would be provided in educational programs and that these programs could be accessed without fear or embarrassment. Their recommendations embraced the 13 tangible and measurable components of Title IX as well as the intangible component that involved attitude change and a paradigm shift. Currently females in athletics battled the misconception that athletics for boys was a right and for girls a privilege. The message was that athletics for girls was secondary in importance. By taking favorable action on this report, Montgomery County could become a model program for the nation for achieving equity in athletics at the high school level.

Dr. Kellers explained that some controversy existed with a few of the recommendations on cheerleaders and pompons. She hoped that nine of the 65 recommendations would not be a distraction from the total picture presented by the task force. She believed that Montgomery County could achieve equity, treat female athletes with the same respect as male athletes, and provide strong female role models by hiring women as sport leaders. She said that the investment of time and money to address gender equity in athletics was worthwhile and crucial. On behalf of the task

force, she commended Pat Barry and Ms. Bouve-Johnson for their leadership.

Ms. Potter reported that when Whitman's NOW Chapter started down the Title IX road several years ago she never thought it would end in such a good solution. This summer they thought they faced an investigation by the Office of Civil Rights or a law suit, but instead they were listened to and the end product was satisfactory to them. She indicated that one of the most costly recommendations in the report would be the monitoring systems. She emphasized that they could have task forces and reports, but until their findings and recommendations had true backbone they would accomplish very little. The monitoring position would assure that gender equity policies were being upheld and would assist athletic directors in understanding Title IX implementation and the need to bring budgets into compliances. Parents would be able to go straight to the source, and students would have access to this individual. The two-year appointment would be enough time for changes to be made. Another important position was that of coordinator of secondary school physical education and athletics, and they believed this position needed more authority to intervene and supervise. The coordinator would have to prepare a yearly evaluation to see that things were going as they should. While the monitoring recommendations would cost some money, she thought that economically and morally MCPS would have done the right thing. She commented that MCPS deserved accolades for its timely and appropriate response to the gender equity concerns her group had raised. She was now a national contact for NOW, and in her work across the country she had encountered horrifying situations with girls' athletics. She reported that MCPS was head and shoulders above the rest of the country, and she believed that in future years MCPS would be the lighthouse for the nation. She thanked Dr. Vance for his action and Ms. Barry for her excellent leadership.

Mr. Tietz stated that he was an attorney and a parent and had headed up the task force's booster club subcommittee. An enormous amount of work had gone into their report. They had done some initial surveys and realized there were three basic types of booster clubs. The first was an all-school booster club supporting all activities, and one third of the high schools had this type of club. The second was the all-sports booster club, and one third of the high schools had this type. Then there were specialized booster clubs in the last third of the high schools. They ranged from a low of two booster clubs for football and girls' soccer or boys' soccer to a high of 16 at Whitman. These clubs were voluntarily organized, and it was difficult to tell a club that what they were doing was incorrect. Their section of the report tried to come up with some structure and uniformity and to establish some guidelines that could be used as models for various booster clubs. He did not think the Board could mandate what type of booster club there was to be in which school, and

they did not want to discourage booster clubs. They wanted to encourage booster clubs but with a certain amount of organization and structure. He believed that these clubs should be incorporated and have bylaws and fund-raising guidelines within their own club. An important recommendation was the establishment of a booster club council, and this was underway. They would be holding their third meeting on January 25 in the CESC. The first two meetings had been attended by representatives from most of the schools, and the exchange had been positive.

Ms. Tonat reported that the monitoring system was the key to the success of the achievement of the recommendations and for genuine compliance with the guidelines of Title IX. A review of the literature and programs in other school systems revealed that the most successful programs for anti-discriminatory practices had used a long-term set of strategies with a strong emphasis on a monitoring system and self-evaluation. The committee urged the Board to make a sincere and strong commitment of resources to a monitoring system. They had to look at gender equity, the civil rights law, training programs for school personnel, and education programs for the public. There had to be someone with authority to intervene in situations where requirements were being ignored. They asked the Board for a commitment to a strong belief that a school system should provide an environment for all students that assured equal opportunity and that freed all from the bonds of gender stereotyping. Young women and young men could be athletic and be given the opportunity to participate in one sport or another without discrimination by gender. She believed that public school systems had the real responsibility to make real changes in attitudes, practices, and standards of equity. Therefore, a strong monitoring system was required.

Dr. Shotel explained that he represented parents and was the father of a female athlete. His group had examined indoor and outdoor facilities and equipment and uniforms in comparable sports. The recommendations in this section did cost something. They found that the average differential in funding of comparable sports over the last four years was \$2500 per year per school or \$10,000 over the four-year period in each of the high schools in Montgomery County. They had listed some possibilities for why that had occurred. In terms of facilities, there was a correlation between the age of the facilities and the degree of disparity, but this did not account for a substantial portion of the disparity. The key was vigilance and correcting inequitable conditions. They needed a plan to be implemented over several years to address that disparity. For example, 25 percent of the lockers and floor space was allocated to girls when females comprised 43 percent of the athletes. Some female athletes did not know what a team room was. In terms of outdoor facilities, a number of concerns were raised, and most of those inequities were fairly easily corrected. He commented that in meetings he

attended everyone was very supportive of trying to bring them up to speed, and he did not think the task of bringing MCPS into compliance was all that difficult.

Ms. Bouve-Johnson reported that in looking at cheerleaders they found two major concerns in the gender equitable coverage of athletic contests and the fair and gender-equitable treatment of cheerleaders. They were recommending cheerleaders be reorganized into three seasons with cheerleaders trying out and participating by season. Cheerleaders were currently required to cover 121 athletic events which did not include playoffs. The task force was recommending that cheerleaders be considered athletes and sponsors be called coaches.

Ms. Bouve-Johnson said that in looking at pompons, the task force found there were two major concerns. The gender-equitable coverage of athletic contests and the fair and gender-equitable treatment of pompons. They were recommending that pompons be moved out of athletics. This recommendation had nothing to do with how pompons worked or the value of the group. Pompons currently were required to cover 16 contests during two seasons. They were also involved in service to the community and to the school and most were involved extensively in competition which should not be restricted by state and local mandates for athletics. One school reported that 60 percent of their time was spent preparing for competition and competing. All pompons worked with a band to varying degrees and should be afforded the same opportunities as other extracurricular activities. The task force recognized that what pompons did was as important and valid as any sport or extracurricular activity. They were not suggesting that pompons could not receive school letters as they did now or be involved in awards presentations nor should they operate without guidelines. The recommendations were made because cheerleaders were cited in the Title IX investigator's manual for the Office of Civil Rights and in the national rulebook for high school sports. Pompons were not cited. The primary function of cheerleaders was to support the athletic program by positive crowd control from the beginning to the end of an athletic event. The primary function of pompons was to perform and entertain at half time. Contractually by the MCEA agreement, an extracurricular activity, cheerleaders supported 121 athletic activities. Pompons supported 16. Pompon skills were precision marching and dance, and one school even called its squad a dance squad. Cheerleaders spent almost all of their time preparing for athletic contests and practicing cheers including gymnastics, stunts, and pyramids. Cheerleaders received college scholarships, and pompons did not.

Ms. Barry announced that this completed the formal presentation of the task force.

Mr. Abrams commented that he had some degree of discomfort with the coverage of this issue and what he would portray as political rhetoric as opposed to problem-solving. He was concerned when an allegation of non-compliance got taken as gospel in terms of labeling a system that had had a pretty good record in this area and has never had any legal determination made of non-compliance. He had asked the superintendent to respond immediately after the report had been released on the comment that Montgomery County had been breaking the law. The superintendent's response indicates there is no clear understanding of compliance or non-compliance from a legal sense. There was an appropriate place to adjudicate that, but this was not what the desire had been. He thought the desire had been to review the issues of gender equity policy and ways in which MCPS could improve that. He hoped that the tone of discussion would focus on those things that MCPS was willing to do from a policy standpoint rather than from any fear of litigation.

In terms of the recommendations, Mr. Abrams said that as he read the superintendent's charge, some areas focused on issues of gender equity and some of them were extraneous to gender equity. However, he could not tell whether he was missing any historical issues because he was a new Board member. It would be helpful to have someone respond to the recommendations that were specifically related to the issue of gender equity as to other findings that the task force made with regard to athletic programs that were not gender-equity related.

Mr. Abrams said the third area was in the specific finding on the allocation for girls' and boys' teams in comparable sports being inequitable in 19 of the 21 schools. He had gone back to the first table on page 16 and looking at the five sports identified there were 2700 male participants and 2700 female participants. As he looked at numbers of coaches and average cost per participant and coach/student ratio, he saw a much closer expenditure than he saw with the statement about the 19 schools. Another issue was the pompon/cheerleader situation. It struck him that they had opened up a tempest in a teapot for absolutely no reasons that related to gender equity. In hearing the rationales used, he recalled that many universities awarded band scholarships. He wondered whether using the criteria cited that being a band member would qualify under athletics. He asked whether there was a reason for separating out all of those kinds of activities and treating them entirely separately. He thought that the rationales opened up more questions than they provided answers. He asked how this related to the charge given to the task force to improve gender equity in Montgomery County.

In regard to the disparity in the comparable sports, Dr. Shotel said they had figures provided by the athletic directors of each school on the amount spent for each sport in each school over the last four years. The average figure in the report was

an exact calculation of the disparity between the amounts allocated in each of the schools. Mr. Abrams pointed out that as he looked at the chart on page 16 he saw an average cost per participant in basketball male and female of \$325 for males and \$386 for female. Dr. Shotel replied that the basketball figures did not take into account gate receipts. Mr. Abrams said that the chart appeared to be just expenditures, and equity would not argue a question as to where the money came from. The question was how much they spent. It seemed to Mr. Abrams that they were throwing around numbers and findings and had to look at what was equitable. He believed that the two findings were in conflict.

Ms. Barry explained that Table 1 dealt with 13 or 14 sports. The total disparity in expenditures was the total of all 30 some teams. This was the difference. The chart was to show comparability. She said that in several places in the report they mentioned the task force issues of equity as much as gender equity. They had found at one school the score board on the stadium field was used only for football, but boys' and girls' soccer and field hockey were placed on that field. They found softball fields without safety fences and benches in five schools, and one school did not have these for baseball. She believed they would have betrayed the students if they were not equitable.

Mr. Abrams said he did not have a problem with that, but the rhetoric often got in the way of solving a problem. If they identified what they were going after, it might not bring out extraneous concerns. If he had simply responded to what he read in the newspaper, he would not be seeing the richness of the recommendations. For this reason, he would like to see the recommendations separated out in categories for the Board and for the public at large as opposed to mislabelling everything in the context of gender equity.

Mrs. Brenneman commented that as she read through the report she found it extremely well organized and well surveyed. She went on from the report to look at the senior high school athletics handbook and a national guide. This brought her to a Sherwood/Gaithersburg girls' basketball game where there was a large number of spectators. The boys' varsity was there to cheer on the girls' from Sherwood. They had talked about the "customers" but this was just the tip of the iceberg when they saw how many people came out for sporting events. The talk of the town was now this report, which had raised the level of consciousness in all sectors in the school system as well as outside, regardless of the outcome of the recommendations. She had learned a lot of things. Equity was an issue that came up over and over again. There was gender equity and equity about facilities from one school to another. Some schools had better uniforms and spent more money than others. She wondered about how much they wanted to get into uniformity among schools because they now had a

policy on site-based management where schools should be able to decide more on their own.

In regard to scholarships, Mrs. Brenneman wondered whether girls got many of these scholarships compared to boys. One of the concerns was the gender equity specialist which had budget implications. This was the second time they had had a task force recommend a specialist which made her wonder how things were being perceived in a more global sense. She had also learned that their soccer schedule was out of synch with the rest of the state.

Ms. Berry replied that they had minimal data on scholarships because some schools kept that information and others did not. She had asked the athletic directors to provide as much information as they could for the past four years. So far she knew about 300 scholarships that had been awarded so far this year. In swimming, basketball, and soccer it was pretty even, but in tennis it was 75 percent boys and 25 girls. Volleyball, gymnastics, and field hockey were all girls. All of the scholarships in golf were for boys.

In regard to the gender equity specialists, Mr. Masood explained that there was a feeling that if there were not someone there to do the implementation and the monitoring, the program would not get the appropriate attention. Therefore, a position equalled monitoring. Knowing the problems with resources, they could look at alternatives to provide this service.

Ms. Berry said that as well as soccer they had two tennis seasons. Therefore, they had twice as many kids playing tennis twice as much. They played soccer in the spring as did northern Virginia. Right now they had eight fall field sport teams in Montgomery County and one stadium. Field hockey was a very popular sport for many girls who participated in soccer. They had polled students, coaches, and administrators over the years, and the consensus was that if MCPS wished to expand the level of competition they would explore a beltway competition with northern Virginia.

Mrs. Fanconi commended the task force for their report and presentation. On the cheerleading/pompons, she asked if they counted poms as a sport, and the response was that they were not counted. Mrs. Fanconi pointed out that if these were sports this would increase the numbers of girls participating in sports. The Board had received testimony from a pom who talked about opportunities for girls to be athletically involved. If poms moved to the band, the band director might not have the time or the inclination to supervise this. The report talked about the physiological, psychological, and sociological benefits of participating in athletics. The definition of an athlete was one trained to engage or compete in exercises, games, or contests

requiring physical strength, endurance, agility, speed, etc. In the testimony, the person thought this pertained to poms. Mrs. Fanconi asked what they took into consideration in their recommendation. She also asked whether there were other sports where students participated 16 times.

Ms. Bouve-Johnson replied that poms did not want to be tied to the restrictions of athletics pertaining to travel. They wanted to give poms more opportunity, not less. There was a 300-mile state mandate that an athletic team could not travel more than 600 miles round trip. If a band and the poms got an offer to go to the Cotton Bowl, the poms could not go if they were considered to be athletes. Athletics were subject to the transfer rule, and students would have to sit out a year if they transferred from another school. Mrs. Fanconi suggested that the athletic rules changes for poms be distributed to all pom sponsors. She had not understood the significance of this from the report or the presentation. Ms. Bouve-Johnson explained that they did not feel it was appropriate to include all of this in the report. Informally they would give guidance as to rules appropriate for poms.

Mrs. Fanconi stated that another area of concern was they were saying that dance was not a sport. Ms. Bouve-Johnson replied that whether this was athletic or not had little to do with the decision. No one was arguing about the aerobic fitness needed to be a pompon. Mrs. Fanconi explained that she was trying to define "sport" because she understood that the Olympics just added ribbon dancing as a sport. She wanted to be able to define for herself what it was they were looking at and at the results of what they were doing. If moving pompons to a club would limit the number of opportunities for girls to be involved, she thought this was a mistake. Her daughter was a pom and practiced all summer and six to eight hours a week and was involved with school spirit. On the other hand, she did not want to make a decision based on her own personal experience. She wanted to base that decision on all factors going into these recommendations. Ms. Bouve-Johnson commented that one of the questions was about how this helped gender equity. Part of equity was about freedom. With this group, it would be inappropriate to restrict this group of girls to local and state athletic mandates which would, in fact, further restrict them.

Dr. Shotel remarked that he had no expertise in the area of pompons. What convinced him that this was the appropriate way to go was that the formal recognition of pompons as an athletic activity would place them under the travel restrictions and the student transfer rule. There would be limits on competition, and there would be season restrictions with tryouts for each season. Not considering them as a sport had nothing to do with how hard they worked. This would restrict the ability of pompons to do the best job they could do. Mrs. Fanconi suggested that all the

issues be spelled out including getting letters, the sponsorship, etc.

Mr. Sims complimented the task force for its work. He would echo Mr. Abrams on his comments about the press which exaggerated Montgomery County's stance in terms of gender equity. MCPS had always been in the forefront, and this report put them in the forefront nationwide.

Regarding pompons, Mr. Sims thought they had an informational job to do. After that was done, they had to sit down and look at the recommendations again. A decision should not be made hastily given the amount of interest. It was mentioned that pompons were not addressed in the Title IX regulations or the Office of Civil Rights, while cheerleading was. He thought this set a dangerous precedent for Montgomery County. Montgomery County had always been on the forefront, and he did not think they should have to wait for any organization or court case to dictate what was a Montgomery County sport and what was not. It was mentioned that the sponsors did not wish to be held to MCPS and MPSAA rules including the travel restrictions. He asked if they could cite the survey or the statistics. He wondered whether this was the unanimous decision of the sponsors.

Mr. Sims said the next issue was cheerleading. There was concern about the three seasons which limited the chance to try out for camp. Everyone would want to try out for the football season, but no one would want to try out for the softball season. He would like to hear some comments on this. They might end up with all of the best cheerleaders in one season. Another concern was combining cheerleaders into one huge squad.

In regard to field hockey, Mr. Sims said that at Richard Montgomery the teams wanted short grass, but the football teams liked it long. He asked whether they would give preference to a certain team to use a suitable surface. About equity in terms of uniforms, they had mentioned a two-year plan. He thought this was a wonderful recommendation, but he wondered what would happen if this were not accomplished in two years. Would schools get additional funding?

Ms. Barry remarked that it was obvious that Board members wanted to have more information particularly on the state athletic restrictions. At the current time, cheerleaders and poms were called "athletic-related." There was a third option that had not been emphasized. On the field hockey, they had a number of schools with a good amount of land. These schools could find areas that were far more suitable for field hockey. Field hockey took a pretty level field with short grass, and a "football" field had a crown in the middle and sprinkler heads. Magruder had an excellent field hockey site, but needed bleachers for spectators. In response to the question about uniforms, she did

not see any mandate there. They were suggesting that there be movement as permitted by the budget, booster clubs, and fund raisers. Dr. Shotel added that they were not suggesting that this had to be done this year at the risk of taking away from male sports.

On the pompons, Mr. Sims disagreed with Ms. Bouve-Johnson on what defined a sport. He thought the choice should be left up to the poms as to whether they wanted to become a sport or not. He believed that pompons should be considered a sport because of the definition cited by Gretchen Fanconi on what constituted an athlete. He asked whether the sponsor survey was unanimous and whether the task force was unanimous on this recommendation. Ms. Bouve-Johnson replied that there was one dissenting vote on this issue. A lot of surveys were not included in the report. She said that 100 percent of the survey respondents indicated they worked with the band in some way. In the last ten years, poms had not wanted to be held to the components listed in the report.

Mr. Ewing thanked Ms. Potter for asserting herself and obliging MCPS to address this issue, the superintendent for taking the initiative to create the task force, the task force for an excellent report, and Mrs. Fanconi for raising the questions he had wanted to raise. He looked forward to receiving the answers to all the questions.

Ms. Gutierrez thought the task force had done a thorough job of dealing with the issues. This was the type of report she enjoyed receiving. She agreed that they should focus on the overall issues and the many recommendations. She encouraged the task force not to disband until they provided some closure to the recommendations. As a former B-CC cheerleader, she wished that they had dealt with these issues during her high school career. She thought that MCPS would never be the same after this report, and she hoped they would not lose the heightened awareness. She hoped the young women in the audience would look at the issues broadly because the issue of gender equity was important to them. She thought they had made a tremendous step forward with the report.

Dr. Cheung thanked the task force for an outstanding report. The Board would await the superintendent's recommendations.

Re: INTERAGES ANNUAL REPORT

Mr. Austin Heyman, director of Interages, introduced Mrs. Vicki Rafel, the vice chairman of their board; Ms. Barbara Hammack, program coordinator; and Ms. Holly Mines, budget coordinator for the Intergenerational Bridges Project. He noted that it was six superintendents ago that he first testified before the Board as a PTA representative and six years ago he had come to discuss intergenerational projects. He reported that the initiative the

Board of Education and the Department of Family Resources had taken six years ago was a resounding success.

Mr. Heyman commented that Interages had an expertise in recruiting seniors and engaging them with children and youth. It brought considerable benefits to the school system because several thousand older adults were linked with youth. This had increased the number of volunteers in the schools and provided elderly with a positive view of youth. The elderly were the fastest growing part of the population of Montgomery County. In their supplemental memo to the Board, he tried to set forth the direct educational benefits to MCPS students of their work. They gained in writing, computer skills, and organizational skills, and Interages provided a healthy view of aging to youth.

Mr. Heyman reported that MCPS funding had leveraged corporate, foundation, and individual contributions to Interages. Their work had benefitted the needs of Hispanic and Asian youth through the Intergenerational Bridges Project. He quoted from a letter from the principal of Eastern Intermediate School about the effects of the Bridges program. He pointed out that funding for the project ran out this summer, and it was proving difficult to obtain resources. He thought that Bridges might fit with the priorities of the Wheaton Cluster Challenge Grant and had initiated discussions with the Wheaton Cluster. They had been invited to the U.S. Senate Select Committee on Aging recently to discuss intergenerational mentoring. He hoped there would be federal legislation and funding for these projects. They had also nominated someone to attend a briefing ceremony for the U.S. House of Representatives and Senate staff on the community service act.

In regard to community service, Mr. Heyman pointed out that there was a revival of interest nationally, at the state level, and in Montgomery County. Montgomery County was at the forefront with the community service partnership, community service day, and the courses that MCPS had piloted. They were pleased to be assisting MCPS with a small contract under a federal grant to develop intergenerational service learning. There was potential to expand this effort, and he saw benefits to all citizens and MCPS. Finally, in recent years they had increasingly focused intergenerational programs on children with special needs. This emphasis supports the Success for Every Student program. Bridges was targeted to immigrant youth. Their SETS project developed with Sligo's alternative education students was now being replicated at Wood Middle School with their at-risk students. It was reassuring for them to know they were making a difference in the lives of especially needy students. He commented that the African proverb said it best, "It takes a whole village to raise a child."

Mr. Abrams asked whether they found themselves in the position of a surrogate parent role with any of the students to the extent they were providing home/community involvement in the partnership in education. Mr. Heyman replied that he would hesitate to say they played a surrogate parent role, with the exception of the mentoring program. He pointed out that no one was listening to kids, and it was important to have adults available to listen to children. They provided the older people to have a relationship with students, and in a very small way they were playing that role.

Mr. Abrams asked whether there were constraints for mentors to get access to information about the student. In the morning they had reviewed the grading and reporting policy and discussed the community role. He asked whether it would be useful in the mentoring process to have information coming from teachers to the mentors. Mr. Heyman replied that they had designed the project as independent of the school system. They wanted to be sure they protected the privacy of the student and his or her family. They worked closely with the school, and in some cases there had been interaction. Ms. Hammack added that they did encourage the teacher, the mentor, and the student to sit down together. They wanted the young person to understand that the mentor was not going to tell the student what to do or report back to his or her parents. The mentor was the student's own special advocate and ally. Mentors did play the advocate role, but only with the child's full cooperation. Mr. Abrams asked whether there was a mentor relationship with the parent as well, and Mr. Heyman reported that they did have a mentor working with a Vietnamese mother at the request of the child. However, their relationship with parents was limited, but they did have materials translated for the families as well as a supper to begin the project in the fall as a way of introducing the mentor to the family.

Ms. Gutierrez said that the Board needed additional information on the issue of funding and the services provided. She wanted to know the accountability for the funds that MCPS did provide. She asked whether MCPS funded other private, non-profit organizations. Dr. Vance replied that they had contributed to projects such as ACAMP, Banneker, and an organization at Blair; however, they were not in the range of the contribution to Interages. Ms. Gutierrez indicated that they were encouraging as much of a local school parent involvement, and she knew that MCPS was very eager to support these activities. She also knew they were being questioned in terms of where they were spending their money and would like information on how the funds were expended.

Mr. Heyman reported that the county government had initiated the idea in 1986. It was an intergenerational resource center, and the Board of Education agreed to jointly fund the center. Interages competed for a contract to run the center. The Board was not making a contribution to Interages, rather it had a

world, and this effort would tell the public, the County Council, and the county executive that MCPS was looking very seriously at how they operated and was moving toward a higher level of excellence in operations. Total Quality Management was the word of the day. Dr. Rohr added that he, too, was impressed by the level of enthusiasm and commitment. Senior executives of nine corporations would be working with MCPS. Those corporations included Bechtel, GTE, Nationsbank, Computer Sciences Corporation, Washington Gas, Bell Atlantic, Marriott, IBM, and Vitro.

*Mr. Ewing left the meeting at this point.

2. Mrs. Brenneman said that she had visited Watkins Mill Elementary School and had an opportunity to see their chorus. They had presented her with a picture of the chorus with President and Mrs. Bush.

3. Mr. Sims reported that students had discussed safety and security at their regional meetings with Board members. Last evening he had attended the first meeting of the Student Member on the Board Student Advisory Committee (SMOBSAC). They had held an open forum for student issues, and the main topics were violence, safety, and security. Tomorrow at 8:45 a.m. at Montgomery Mall there would be a kick-off for Voices Versus Violence, an organization sponsored by the Montgomery County Mental Health Association. He invited Board members to attend, and Mrs. Fanconi indicated that she would be attending because Mr. Sims would be the featured speaker.

RESOLUTION NO. 34-92 Re: CLOSED MEETING - JANUARY 14, 1993

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct a closed session meeting in Room 120 of the Carver Educational Services Center, 850 Hungerford Drive, Rockville, Maryland, on Thursday, January 14, 1993, at 7:30 p.m. to discuss contract negotiations and that this meeting shall continue in closed session until the completion of business.

RESOLUTION NO. 35-93 Re: MINUTES OF OCTOBER 26, NOVEMBER 10,
18, 19, 23, AND 24, AND DECEMBER 1,
14, AND 17, 1992

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

Resolved, That the minutes of October 26, November 10, 18, 19, 23 (as corrected), and 24, and December 1, 14, and 17 (as corrected), 1992, be approved.

Re: REPORT ON CLOSED SESSIONS -
DECEMBER 8 AND DECEMBER 15, 1992

On November 23, 1992, by the unanimous vote of members present, the Board voted to conduct a closed session on December 8, 1992, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Tuesday, December 8, 1992, from 9:05 a.m. to 10:05 a.m. and from 1 p.m. to 1:50 p.m. The meeting took place in Room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss the monthly personnel report, personnel appointments, committee appointments, and attorney contracts. All votes taken in closed session were confirmed in open session. In attendance at the closed session were: Stephen Abrams, Melissa Bahr, Fran Brenneman, Alan Cheung, Blair Ewing, Carol Fanconi, Thomas Fess, Katheryn Gemberling, Beatrice Gordon, Ana Sol Gutierrez, Armando Gutierrez, Marie Heck, Brian Porter, Philip Rohr, Jon Sims, Paul Vance, and Mary Lou Wood.

On December 8, 1992, by the unanimous vote of members present, the Board voted to conduct a closed session on December 15, 1992, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Tuesday, December 15, 1992, from 8 p.m. to 11 p.m. The meeting took place in Room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss contract negotiations. In attendance at the closed session were: Stephen Abrams, Melissa Bahr, Larry Bowers, Fran Brenneman, Carole Burger, Alan Cheung, Blair Ewing, Carol Fanconi, Thomas Fess, Katheryn Gemberling, Wes Girling, Beatrice Gordon, Ana Sol Gutierrez, Marie Heck, Brian Porter, Philip Rohr, Paul Vance, William Westall, and Mary Lou Wood.

RESOLUTION NO. 36-93 Re: SUCCESS FOR EVERY STUDENT - SPECIAL
EDUCATION STUDENTS

On motion of Mrs. Fanconi seconded by Mr. Ewing (on December 8, 1992), the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education receive a briefing from the superintendent on how Success for Every Student addresses the success of special education students and receive recommendations, if needed, on wording changes in the tasks and strategies for these students, particularly 1.4 and 1.5

Re: GED AND EVENING HIGH SCHOOL

On December 8, 1992, Ms. Gutierrez moved and Mr. Sims seconded the following:

Resolved, That the Board of Education schedule a discussion on putting GED and Evening High School in something other than an enterprise fund

RESOLUTION NO. 37-93 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON GED AND EVENING HIGH
SCHOOL

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

Resolved, That the proposed resolution on GED and Evening High School be amended to state that the superintendent would provide information on alternatives for GED and Evening High School other than placing it in an enterprise fund during the budget discussion and to add an agenda item on assessing the school-aged population most likely to use Evening High School, GED, and Saturday School and ways to increase the success of this population.

RESOLUTION NO. 38-93 Re: GED AND EVENING HIGH SCHOOL

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

Resolved, That the superintendent provide information on alternatives for GED and Evening High School other than placing it in an enterprise fund during the budget discussion and to add an agenda item on assessing the school-aged population most likely to use Evening High School, GED, and Saturday School and ways to increase the success of this population.

Re: BOARD'S RESOLUTION ON MATH AND
SCIENCE

On December 8, 1992, Mr. Ewing moved and Ms. Gutierrez seconded the following:

Resolved, That the Board schedule time for a review of the action taken and planned for the implementation of the Board's resolution on math and science initiatives.

Re: A MOTION BY MRS. FANCONI TO
POSTPONE ACTION ON MR. EWING'S
PROPOSED RESOLUTION (FAILED)

A motion by Mrs. Fanconi to postpone action on Mr. Ewing's proposed resolution on math and science to give Mr. Ewing an opportunity to speak to this issue failed with Mr. Abrams, Mrs. Brenneman, and Mrs. Fanconi voting in the affirmative; Dr. Cheung, Mrs. Gordon, Ms. Gutierrez, and Mr. Sims voting in the negative.

RESOLUTION NO. 39-92 Re: BOARD'S RESOLUTION ON MATH AND
SCIENCE

On motion of Mr. Ewing (on December 8, 1992) seconded by Ms. Gutierrez, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Mrs. Gordon, Ms. Gutierrez, and Mr. Sims voting in the affirmative; Mr. Abrams and Mrs. Fanconi abstaining:

Resolved, That the Board schedule time for a review of the action taken and planned for the implementation of the Board's resolution on math and science initiatives.

Mrs. Brenneman left the meeting at this point.

RESOLUTION NO. 40-92 Re: DEATH OF MRS. MARILLYN S. ALLEN,
FORMER MEMBER OF THE MONTGOMERY
COUNTY BOARD OF EDUCATION

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

WHEREAS, The death on January 4, 1993, of Mrs. Marillyn S. Allen, former member of the Montgomery County Board of Education, has deeply saddened the staff and members of the Board of Education; and

Re: NEW BUSINESS

1. Mr. Sims moved and Mrs. Fanconi seconded the following:

Resolved, That the staff investigate the possibility of defining the specific curriculum for a peace studies class in MCPS similar to the class currently being taught at B-CC High School.

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

Resolved, That the Board of Education schedule time to discuss and receive a report on the development of peer mediation implementation in MCPS.

3. Mr. Sims moved and Mr. Abrams seconded the following:

Resolved, That the Board of Education schedule time to discuss Sensitivity Awareness Symposium Day and strategies to ensure its effectiveness.

4. Ms. Gutierrez moved and Mr. Abrams seconded the following:

Resolved, That superintendent be requested to provide as an item of information the implementing regulation on the policy on tuition and residency.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report
4. Staff Response - Advisory Council Vocational-technical Education
5. Staff Response - Career and Technology Education Committee
6. Staff Response - Medical Advisory Committee

RESOLUTION NO. 43-93 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 5:55 p.m.

PRESIDENT

SECRETARY