

APPROVED
6-1993

Rockville, Maryland
January 25, 1993

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, January 25, 1993, at 7:35 p.m.

ROLL CALL Present: Dr. Alan Cheung, President
in the Chair
Mr. Stephen Abrams
Mrs. Frances Brenneman
Mr. Blair G. Ewing
Mrs. Carol Fanconi
Mrs. Beatrice Gordon
Ms. Ana Sol Gutierrez
Mr. Jonathan Sims*

Absent: None

Others Present: Dr. Paul L. Vance, Superintendent
Mrs. Katheryn W. Gemberling, Deputy
Dr. H. Philip Rohr, Deputy
Mr. Thomas S. Fess, Parliamentarian

#indicates student vote does not count. Four votes are needed for adoption.

Re: ANNOUNCEMENT

Dr. Cheung announced that the Board had been meeting in closed session on legal issues and appeals. Mr. Sims would join the Board meeting later in the evening.

RESOLUTION NO. 46-93 Re: BOARD AGENDA - JANUARY 25, 1993

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

Resolved, That the Board of Education approve its agenda for January 25, 1993.

RESOLUTION NO. 47-93 Re: CAREER AND TECHNOLOGY EDUCATION WEEK, FEBRUARY 14-20, 1993

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

WHEREAS, The governor of Maryland has recently proclaimed February 14-20, 1993, as Career and Technology Education Week; and

WHEREAS, The high technology tradition for which Montgomery County is widely respected shines forth through a variety of valuable educational opportunities available to prepare students effectively for the world of work; and

WHEREAS, Career and technology educators and leaders in our private sector play important roles in ensuring that students who are seeking future employment in career and technology education receive the proper skills and training necessary to enable them to pursue their goals fully; and

WHEREAS, The Future Business Leaders of America, the Future Homemakers of American and Home Economics Related Occupations, the Future Farmers of America, the Distributive Education Clubs of America, the Vocational Industrial Clubs of America, and the Health Occupation Students of America have joined forces to give an added definition to career and technology education; and

WHEREAS, The Montgomery County public school system is pleased to join in with the American Vocational Association, the Maryland Vocational Association, the Maryland State Council on Vocational-Technical Education, the Montgomery County Advisory Council on Vocational-Technical Education, and the Citizens' Advisory Committee on Career and Technology Education in celebrating a week dedicated to a large group of promising and highly talented students who will have vital responsibilities and positions in our workforce of tomorrow, and who are deserving of our continued support; now therefore be it

Resolved, That the members of the Board of Education recognize the week of February 14-20, 1993, as **CAREER AND TECHNOLOGY EDUCATION WEEK** in the Montgomery County Public Schools.

RESOLUTION NO. 48-93 Re: HB 52 - EDUCATION - FUNDING FOR
BYLAWS, RULES OR REGULATIONS

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

Resolved, That the Board of Education oppose HB 52 - Education - Funding for Bylaws, Rules or Regulations.

RESOLUTION NO. 49-93 Re: SB 182 - WEAPONS-FREE SCHOOL ZONE
AND HB 231 - SCHOOLS - WEAPON-FREE
ZONES

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

Resolved, That the Board of Education support SB 182 - Weapons-Free School Zone and HB 231 - Schools - Weapon-Free Zones and indicate that the Board favors the provisions of the bills and appropriate penalties and leaves to the judgment of the Legislature what those provisions would be.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. Fred Newman
2. Carole Newman, CASE
3. Debbie Camp
4. Marty Willey, Learning Disabled Association
5. Catherine Moritz, POSE
6. Stacey Roy, PISCES
7. Donald Creed
8. Jerry Rosenberg, POSE
9. Mildred Amer

RESOLUTION NO. 50-93 Re: BID NO. 69-93, FINANCING OF VANS

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

WHEREAS, The Board of Education of Montgomery County received Bid No. 59-93, Financing of Vans, to provide lease/purchase financing of vans to be used by the school-community based programs for students with mental retardation and multiple handicaps; and

WHEREAS, The Board of Education has determined, in accordance with Section 5-110 of Maryland's Public School Law, that Associates Commercial Corporation is the lowest responsible bidder conforming to specifications to provide lease/purchase financing of the six (6) 10-passenger vans; and

WHEREAS, The Board of Education awarded Bid No. 21-93, Purchase of 10-Passenger Vans, on November 23, 1992, to Criswell Chevrolet for \$151,152 contingent upon arrangement of acceptable lease/purchasing financing; and

WHEREAS, Funds have been budgeted to make a down payment of \$36,960 to Criswell Chevrolet; and

WHEREAS, The Board of Education has determined that it is in the public interest to pay the \$114,192 remaining principal through a lease/purchase arrangement with Associates Commercial Corporation, subject to cancellation in the event of nonappropriation; and

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WHEREAS, Associates Commercial Corporation has agreed to provide the funding to purchase the six (6) 10-passenger vans in accordance with the lease/purchase terms and nonappropriation conditions set forth in the bid specifications; now therefore be it

Resolved, That the Board of Education of Montgomery County award Bid No. 59-93 to Associates Commercial Corporation under a four-year lease/purchase agreement totalling \$126,762.15 for principal and interest in accordance with the terms and conditions of the specifications; and be it further

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

RESOLUTION NO. 51-93 Re: RFP 93-02, FULL BANKING SERVICES

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

WHEREAS, County agencies have different banks offering similar banking services, with Montgomery County Public Schools (MCPS) using First National Bank of Maryland; and

WHEREAS, MCPS was the lead agency in a cooperative effort with the Montgomery County Government (MCG) and the Housing Opportunities Commission (HOC) for proposals to provide full banking services to support current operations as well as for planned future growth; and

WHEREAS, The Board of Education of Montgomery County received responses from RFP Number 93-02, Full Banking Services; and

WHEREAS, Staff from all three agencies has reviewed and evaluated the proposals to ascertain which bank meets the requirements for the agencies; and

WHEREAS, First National Bank of Maryland meets the requirements as contained in RFP 93-02; now therefore be it

Resolved, That financial staff in MCPS, MCG, and HOC are to be commended for their coordinated efforts through a cooperative RFP to reduce overall costs and provide a more efficient manner for transfer of funds; and be it further

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

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RESOLUTION NO. 52-93 Re: REDUCTION OF RETAINAGE - THOMAS W.
 PYLE MIDDLE SCHOOL

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

WHEREAS, Dustin Construction, Inc., general contractor for Thomas W. Pyle Middle School, has completed 80 percent of all specified requirements, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, The Insurance Company of North America, has consented to this reduction; and

WHEREAS, The project architect, Smolen + Associates, recommends approval of the reduction; now therefore be it

Resolved, That the 10 percent retainage withheld from periodic payments to Dustin Construction, Inc., general contractor for Thomas W. Pyle Middle School, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 53-93 Re: AWARD OF CONTRACT - ASPHALT PAVING
 FOR VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids for asphalt paving for various schools, funded from Planned Life-cycle Asset Replacement (PLAR) capital funds, were received on January 8, 1993:

<u>Bidder</u>	<u>Amount</u>
1. A. H. Smith Asphalt Paving Co.	\$322,548.75
2. Francis O. Day, Inc.	333,810.50
3. Genstar Stone Products Co.	336,895.90
4. American Asphalt Paving Co.	344,084.50
5. A. G. Parrott Co.	351,875.75
6. Craig Paving, Inc.	363,402.75
7. L. W. Wolfe Enterprises	373,164.00
8. Retriie, Robbins & Schweizer, Inc.	504,643.00

and

WHEREAS, A. H. Smith Asphalt Paving Co. has completed similar projects successfully at 14 schools during this fiscal year; and

WHEREAS, The low bid is below the budget estimate of \$358,000, and funds are available to award a partial contract this fiscal year, with the balance to be awarded when funds become available next fiscal year; now therefore be it

Resolved, That individual contracts, aggregating \$322,548.75 be awarded to A. H. Smith Asphalt Paving Co. for asphalt paving at various schools, subject to the availability of funds.

RESOLUTION NO. 54-93 Re: ACCEPTANCE OF WINSTON CHURCHILL
HIGH SCHOOL GYMNASIUM

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 having been duly inspected on January 20, 1993, the Winston Churchill High School gymnasium now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the buildings has been completed in accordance with the plans and specifications, and all contract requirements have been met.

Re: INSPECTION OF BEL PRE ELEMENTARY
SCHOOL ADDITION

The inspection of the Bel Pre Elementary School addition was set for Monday, February 8, 1993, at 10 a.m. Mrs. Gordon will attend.

RESOLUTION NO. 55-93 Re: FY 1993 CATEGORICAL TRANSFER WITHIN
THE EARLY CHILDHOOD GIFTED MODEL
PROGRAM

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

Resolved, That the superintendent of schools be authorized to effect an FY 1993 categorical transfer of \$19,623 within the Early Childhood Gifted Model Program, funded by the U.S. Department of Education, under Title IV, Part B of the Elementary and Secondary Education Act of 1965, as amended (Jacob K. Javits Gifted and Talented Student Education Program), in the following categories:

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<u>Category</u>	<u>From</u>	<u>To</u>
2 Instructional Salaries	\$12,923	
3 Other Instructional Costs		\$19,623
10 Fixed Charges	<u>6,700</u>	<u> </u>
Total	\$19,623	\$19,623

and be it further

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

RESOLUTION NO. 56-93 Re: FY 1993 SUPPLEMENTAL APPROPRIATION
FOR THE INFANTS AND TODDLERS
PROGRAM

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1993 supplemental appropriation of \$175,388 in federal funds from the Maryland Office of Children, Youth, and Families, via the Montgomery County Government, for the interagency infants and toddlers program in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1 Administration		\$ 7,237
4 Special Education	4.0	132,048
10 Fixed Charges	<u> </u>	<u>36,103</u>
Total	4.0	\$175,388

* 1.0 Program Specialist (12 month)
1.5 Special Education Teachers (10 month)
.5 Physical Therapist (10 month)
.5 Occupational Therapist (10 month)
.5 Speech Pathologist (10 month)

and be it further

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

RESOLUTION NO. 57-93 Re: FY 1993 SUPPLEMENTAL APPROPRIATION
FOR THE CHALLENGE GRANT PROGRAM

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1993 supplemental appropriation of \$246,722 from the Maryland State Department of Education (MSDE), under the state Challenge Schools Program for the first year of a multi-year Challenge Grant program in the Wheaton cluster, in the following categories:

	<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
2	Instructional Salaries	1.0	\$152,614
3	Other Instructional Costs	_____	<u>94,108</u>
	Total	1.0	\$246,722

*1.0 project coordinator, Grade 0 (12-month)

and be it further

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

RESOLUTION NO. 58-93 Re: UTILIZATION OF FY 1993 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
CHILDREN WITH SERIOUS EMOTIONAL
DISTURBANCE (SED) CONFERENCE

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

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 \$40,822 from the United States Department of Education, under the Individuals with Disabilities Education Act, to organize and host a conference for the national recipients of program funds for children and youth with serious emotional disturbance (SED), in the following categories:

<u>Category</u>	<u>Amount</u>
4 Special Education	<u>\$40,822</u>
Total	\$40,822

and be it further

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

RESOLUTION NO. 59-93 Re: UTILIZATION OF FY 1993 FUTURE SUPPORTED PROJECT FUNDS FOR THE TRINITY COLLEGE MASTER'S PROGRAM IN SPECIAL EDUCATION

On recommendation of the superintendent and on motion of Mr. Ewing seconded by Mrs. Gordon, 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 \$17,408 from Trinity College for the Trinity College master's program in special education, in the following categories:

<u>Category</u>	<u>Amount</u>
4 Special Education	\$16,798
10 Fixed Charges	<u>610</u>
Total	\$17,408

and be it further

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

RESOLUTION NO. 60-93 Re: SUBMISSION OF AN FY 1993 GRANT PROPOSAL FOR THE DRUG-FREE SCHOOLS TEACHER TRAINING PROGRAM

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

Resolved, That the superintendent of schools be authorized to submit an FY 1993 grant proposal for \$204,549 to the United States Department of Education, Drug-free Schools and Communities

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Program for a health education and teacher training project that will enable MCPS to enhance the existing health education program and comply with the revised Maryland State Department of Education bylaw (COMAR 13A.04.18), Program in Comprehensive Health Education; and be it further

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

RESOLUTION NO. 61-93 Re: SUBMISSION OF AN FY 1993 GRANT PROPOSAL FOR THE MATHEMATICS CONTENT/CONNECTIONS (MCC) PROGRAM

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

Resolved, That the superintendent of schools be authorized to submit an FY 1993 grant proposal for \$3,209,033 to the National Science Foundation, under the Teacher Preparation and Enhancement Program, for the Mathematics Content/Connections (MCC) program; and be it further

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

For the record, Mr. Abrams explained that he had abstained on the National Science Foundation resolution, as he had in other instances, because NSF was in the same category as the U.S. States Government for purposes of funding.

RESOLUTION NO. 60-93 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Janice Faden	Acting Asst. Principal Diamond ES	Principal Fallsmead ES Effective: 1-26-93

Re: ANNUAL REPORT OF THE MENTAL HEALTH
ADVISORY COMMITTEE

Dr. Cheung welcomed Dr. Joan Dodge and Mrs. Elizabeth Stein, committee co-chairpersons, and Mr. Arthur Nimetz, director of pupil services and liaison to the committee.

Dr. Dodge stated that the committee had worked out of two paradigms. The first paradigm was that the concept of mental health was a very broad one. It referred to the well-being of all students, whether that student was in a regular classroom or in a special education program for the seriously emotionally disturbed student. Thus, the committee's report spoke to three areas of concern. It spoke about coded SED students, noncoded students who may be experiencing mental health problems, and pupil service planning for all students. The second paradigm was the emphasis on prevention and early intervention. The committee agreed they needed to push for a change toward health promotion/prevention and early intervention strategies in order to keep students from getting deeper into the system. The paradigm of early intervention was applicable to all students.

Mrs. Stein reported that the committee advised the Board and the superintendent on mental health issues including appropriate programs for children experiencing significant emotional and behavioral difficulties and special education placement issues for students who are coded SED through the continuum of services. The committee also monitored implementation of the state bylaw on pupil services. The committee commended MCPS on two major achievements. The first was the implementation of several recommendations from the 1989 SED task force. MCPS now had a comprehensive database with the capability of linking services and strategies to outcomes. In addition, there had been an expansion of services throughout the continuum for students with SED. There was also a model plan for interagency collaboration. The committee also commended MCPS for the work done to implement the concept of a pupil services team and to operationalize teams as part of each school's improvement plan under the leadership of Mr. Nimetz.

Mrs. Stein said that the committee had divided into three work groups: SED issues, general mental health issues, and pupil services. The SED group reviewed the status of the comprehensive plan and found one critical concern. The 1989 task force called for an organizational structure to ensure consistency in SED programming and supervision across all administrative areas and program levels as well as equitable access to services, resources, and staff training. Although there was an SED coordinator, there was no formal SED unit. While there were people in the field offices, this fragmented the efforts to implement a coordinated and comprehensive services delivery

model. The committee asked for support for the current cluster model programs as well as the expansion of this model into other elementary schools as well as into the middle and high schools. They asked for continuation and expansion of the behavioral support teacher and the counselor consultant models to provide service to a large number of staff, students, and families countywide. They supported the completion of the comprehensive SED database as well as a commitment to an ongoing database that would provide longitudinal data. They supported continuation of the SED grant itself into its second year of operation. A proposal had been submitted to the U.S. Department of Education, and it was recommended that support be given for this expansion and continuation. They asked that MCPS continue with this even when the grant funding was completed.

Mrs. Stein said that the next group was their general mental health issues group. They believed that the time had come to develop a plan for students who were not necessarily coded SED but whose needs still existed. The comprehensive database had already demonstrated the scope of this problem within the MCPS population. There were almost 4,700 students identified as having significant emotional and behavioral needs and 41 percent were not even coded. Of the 2700 coded students, only 39 percent were coded SED. They felt that the range of students whose emotional and behavioral difficulties interfered with education was very broad and that this population was increasing. She reported that there would be an increase of children who were refugees and homeless. There was an increase in cultural diversity which would add to the complexity of identifying and serving children with emotional problems.

The subgroup was talking about changing the emphasis to prevention and early intervention as a proactive approach rather than a reactive posture of waiting for crises to emerge. The next step would be to expand the concept of the SED to incorporate the mental health needs of all children, not just those coded SED. They recommended the development of a systemwide mental health prevention and promotion plan that would include a coordinated program of training, consultation, and technical assistance for staff, families, and students.

Mrs. Stein said that their last group was the pupil services work group. In accordance with the state Board of Education's COMAR, MCPS established the Department of Pupil Services in February of 1990. The Department of Pupil Services involved PPWs, school psychologists, guidance counselors, school health personnel, school social workers, etc. They also administered alternative education program, international student admissions, home instruction, and home teaching programs. They also monitored the Montgomery County homeless children and suspected cases of child abuse and child neglect. In addition, they processed and monitored all MCPS psychological reports and records.

A recent on-site review by the Maryland State Department of Education was most favorable; however, some recommendations made by MSDE needed to be addressed. These included an expansion of the pupil services program and a centrally coordinated integrated pupil services program. Mrs. Stein pointed out that many of the disciplines involved in pupil services were separated between OSAE and OIPD. There was a need for more adequate staffing of pupil services teams.

Mrs. Stein stated that they would like to recommend that the charge of the committee be changed and that the composition and size of the mental health advisory committee should be changed. They recommended that the Board create a pupil service advisory committee which would enfold the current guidance advisory committee. Her committee believed that pupil services encompassed more than mental health and needed its own advisory committee. The mental health committee believed it could better serve the Board by keeping its focus on SED and other mental health programming issues. They would like to reduce the size of the committee to between 10 and 15 members with primarily community representation.

Mrs. Stein indicated that a lot of issues had come up in their committee, but they did not have enough time to explore these in depth. They were concerned about the disproportionate representative of African-American male students in SED programs. Another issue was the number of SED students placed on home instruction. Another issue was giving more involvement and feedback to parents. They were concerned about students coming back from out-of-state placements. Their final issue was conduct-disordered students which was a very large topic. She said they would like to receive more feedback from the Board as a whole on issues they would like the committee to follow.

Mr. Nimetz complimented the committee members who had worked diligently to address the very complex area of mental health.

Mr. Ewing commented that this was a very helpful report which organized the issues very clearly. He asked if they were suggesting that the behavioral support teachers, the counselor/consultant, and the grants staff all work for the SED coordinator directly and be in the same location. Mrs. Stein replied that this was their idea. These people taught and trained staff, and their interaction should strengthen what they did. She believed these people should be together and get as much support and direction as they could from working together.

In the discussion of general mental health issues, Mr. Ewing assumed that they were talking about a proactive approach in addition to what was presently going on. Mrs. Stein replied that they did not think a problem should escalate to the point where the child could not stay in the class anymore. They wanted the

teacher to have strategies available so that appropriate staff could be called in. They were talking about training people to look at children in a different way and respond differently and know if they needed help, help was available. Mr. Nimetz added that one suggestion was to incorporate mental issues into staff training.

Dr. Beverly Celotta commented that they would like to see teachers, administrators, nurses, peers, and parents get trained to help students as they were beginning to get too stressed to help themselves. There should be a continuum of care for a student who had just been through a divorce or come from another country. Mrs. Stein said that the other important issue was early identification and early intervention. She believed they should start facing mental health issues in preschool programs, and she pointed out that as children grew their need changes and sometimes crises happened. A child might be fine at age five and have problems at age nine. They needed a continuity of a plan to work with staff to teach them that the problems changed and fluctuated. Dr. Celotta felt that they had to teach children stress management and problem solving intervention in the classroom. The National Mental Health Association had a number of these projects and some with cost-benefit analyses that showed improvements in attendance and academics.

Mr. Abrams asked whether it was within the scope of their work to look at early identification and coordination through other agencies as well. He inquired about constraints they ran into in terms of information flow, particularly the confidentiality factor. Mr. Nimetz replied that he had been working with the various agencies, and they were looking into legislation on confidentiality and the sharing of information. They worked with the Department of Social Services, Juvenile Services, and the court service. They were bringing comprehensive services in a pilot program to three centers, and this was an interagency pilot program. They were looking at comprehensive programs housed in school where information was shared among the private and public agencies. Mr. Abrams was curious about early identification prior to the child's involvement with the school system.

Mr. Anthony Paul, SED coordinator, replied that there was a three-tiered approach. One of the big pieces was the interagency piece, and they needed to develop a model to reach these people in the government and private sectors. They also needed to bring MCPS children and families to these agencies. Children were in school for a certain portion of the day, but this was not enough. MCPS had to get help from other agencies. The grant helped them with a position to go out in the community and do these things. There were some very good programs out there, and everyone had to reach out to each other. They had made an inroad in the private sector in psychiatric care and social care with families, young students, and older students.

Dr. Dodge felt that a place-of-the-future was developing more of these interagency programs. From the start there should be an understanding that a program was composed of these agencies and that everyone was involved in that program. This was happening in the three school-based models and under the infants and toddlers program in which there was shared staff. Parents knew that when they signed a release they were signing a release to all agencies involved. Mr. Paul added they were now starting to make inroads with Social Services to share information of a confidential nature.

Mrs. Fanconi stated that she was very pleased with the recommendations they had made on the SED pilot. She was pleased to see the recommendations on the behavior support teachers, and she hoped that when the superintendent returned with his response to their recommendations they would be able to get some timelines on how quickly they could expand on this model to secondary levels and other schools. She noted that they had not commented on the central placement unit moving into pupil services, and she would appreciate a phone call on their opinion. It seemed to her that the central placement unit was really a special education unit. She appreciated not only the report but also the fact that they had updated it for this evening. She would take under consideration their recommendations for a change in the committee.

Dr. Cheung asked if they had discussed school-based health clinics when they talked about prevention and early intervention. Mr. Nimetz replied that at Rocking Horse there would be a health clinic providing to individuals who did not have primary providers, but not mental health although Social Services would be there. Mrs. Stein did not believe that any of the current preschool programs had personnel to deal with emotional issues. However, there were private placements that children could be sent to for a therapeutic environment. As far as early education, the cluster model at Westbrook was expanding on the idea of offering more services. There was no systemwide plan to do this kind of work. It was felt that if these children were not caught by the third grade, the problem escalated. Mr. Nimetz commented that they had screening clinics and psychologists were involved in early childhood programs. Dr. Cheung pointed out that when a physical examination was done on a child a doctor discovered a lot of things, and that was what he was thinking about in terms of early intervention. For that reason, he was asking whether they had looked into a comprehensive aspect involving the total health of the child, not just the mental or the physical aspects. Mrs. Stein thought that the comprehensive plan would provide strategies to do that on an individual basis. *Mr. Sims joined the meeting at this point.

Ms. Gutierrez congratulated the committee for dealing with a complex subject in a very complete way and in a very candid

manner. She thought they would look at restructuring the scope of the mission of the committee. When they were talking about the disproportionate number of African-American students, they said something about the assurance position. She asked whether they were suggesting more time was needed before they identified a need for monitoring. Mrs. Stein explained that before they committed funds for hiring someone they needed to look at the database which showed where these things were happening. The committee never got that far. What they had now with the database was the opportunity to really take a look before hiring someone. Ms. Gutierrez did not think the recommendation to have a monitoring person necessarily meant going out and hiring someone. It might involve empowering existing staff.

Mr. Ewing pointed out that the Board's next discussion was the superintendent's recommendations on the OSAE report. The Board would not finish with this tonight, and he hoped that the Board would ask the mental health committee to look at those recommendations and give the Board their judgment.

Mr. Ewing asked for a definition of "conduct disorder" which was mentioned in their report. Mrs. Stein explained that this was a term at the federal level. These students exhibited disruptive behavior so that they could not remain in the classroom, but they did not have special education coding. There was a lot of concern that these students might be placed in one facility, and there were concerns about what might happen to these children.

Dr. Cheung thanked the committee for their report.

Re: RECOMMENDATIONS ON A POLICY ON
STUDENTS WITH DISABILITIES AND THE
RESTRUCTURING OF THE OFFICE OF
SPECIAL AND ALTERNATIVE EDUCATION

Dr. Vance stated that nearly a year ago when the Board approved restructuring of the central administrative offices it also approved a long-range to seek significant community input in the reconfiguration of the Office of Special and Alternative Education. There were new demands and challenges facing the delivery of special and alternative education; therefore, they had to look at the design and function of this office. The budget compelled them to look at ways where they could continue to be more efficient, more economical, and more deliberate in services, planning, and accountability. The report of the Commission in November spoke to these issues. At the same time they had to look at changes in federal and state laws and changes

*Mr. Sims left the meeting at this point.

in other Board of Education policies. There were related changes in instructional practices to address instruction of students with disabilities, especially practices involving a greater degree of inclusion. The Board of Education had requested recommendations earlier this year on programs for students with disabilities and the incorporation of greater inclusion as a formal policy. MCPS had long been at the forefront of special education nationally, and they had seen the landscape change educationally and socially and legally. They had increasing responsibilities for addressing the academic needs of all students. Therefore, he was recommending a revised policy on students with disabilities as well as a restructuring of the Office of Special and Alternative Education. He was bringing both of these topics to the Board at the same time because of a very busy Board calendar and the timeliness of both concerns.

Mrs. Gemberling stated that normally when they came before the Board with this much material, they tried to present an overview of the entire packet. This evening they were dealing with two separate issues and had different staff involved. She suggested they review the analysis, options, and the recommendations with regard to the policy. This would be followed by Board discussion. When they completed this discussion, they would move on to the response to the Commission report and the superintendent's recommendations for reorganization.

Dr. Hiawatha Fountain, associate superintendent, commented that they had prepared an analysis of federal laws, state regulations, and policies regarding special education services for students with disabilities. At the table were Mrs. Sandra Lebowitz, acting director for special education and related services; Ms. Vickie Strange-Mulhern, administrative assistant; and Dr. Pam Splaine, acting director of the Division of Administrative Analysis and Audits. He said that Board Policy IOB - Education of the Handicapped - was the MCPS comprehensive policy regarding the education of students with disabilities. It was adopted in 1978, and its longevity was a tribute to its author, Mrs. Margit Meissner, who was in the audience. If it had not been for changes in federal law and the new MCPS format for policies, the current policy would still stand. Dr. Thomas O'Toole, also in the audience this evening, implemented this policy during his tenure as director of special education from 1973 until 1991 when he retired. The report before the Board had also been shared with legal counsel.

Ms. Strange-Mulhern reported that the first section of the report was an historical review of the policies, laws, and regulations that focused on the provision of special education and related services to students with disabilities. Other laws such as the Americans with Disabilities Act and Section 504 of the Rehabilitation Act that pertain to individuals with disabilities

who were not covered by special education laws were not part of this analysis. In 1975, the Education for All Handicapped Children, P.L. 94-142, was enacted to ensure that all handicapped children had available to them a free and appropriate public education. This law was to assure that the rights of handicapped children and their parents were protected, to assist states and localities for providing for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children. This law had been the foundation for policies, regulations, and educational practices related to students with disabilities.

Ms. Strange-Mulhern explained that there were three fundamental concepts from this law that had directed the course of special education. There was a requirement that individuals meet certain criteria to qualify for services under specific disability categories. There was another requirement that students with disabilities be served in the least restrictive environment appropriate to meet their individual needs. Finally, they had to have a continuum of programs and services available to meet individual student needs. The Maryland State Department of Education implemented P.L. 94-142 through COMAR which had been adopted in 1974 prior to the enactment of the law. Maryland's regulations exceeded the law by serving children from birth rather than three years of age.

In 1978 the Board of Education adopted IOB as the comprehensive policy on the education of handicapped children. The policy was reviewed in 1985. In addition to IOB, MCPS practice had been to incorporate students with disabilities in all policies affecting students. The passage of P.L. 94-142 resulted in teaching methods, teacher training, and special education programming based on disability categories defined in the law as eligible for special education. During the late 1970's and into the 1980's, homogeneous grouping was considered best practice in both general and special education. MCPS created new and innovative programs for individual disability categories.

During the mid to late 1980's, researchers in both general and special education began to question homogeneous grouping of students, and research focusing on student outcomes showed that students graduated from special education programs without the necessary social, interpersonal, and vocational skills needed to enter the workforce. As a result of these trends, Congress amended P.L. 94-142 with the Individuals with Disabilities Education Act in 1990. IDEA reaffirmed the provisions of 94-142, added autism and traumatic brain injury, and added a transition requirement to ensure students with disabilities were prepared for work and community participation. In addition, the new law replaced the term "handicapped students" with the term "individuals with disabilities." This represented a major

philosophical shift that focused on the individual rather than the disability.

As requested by the Board, they had looked specifically at the concept of inclusion and how it was addressed throughout the law. Federal laws and state regulations did not specifically reference the inclusion of students with disabilities. This was addressed through "least restrictive environment" which was defined in COMAR. The concept of inclusion continued to be explored by school districts throughout the country, and some stated had adopted a full inclusion policy for students with disabilities. Others maintained comprehensive policies which assured that students would be included in the least restrictive environment to the maximum extent possible. Still others had no separate policies for students with disabilities because they believed this provided the strongest support for including students with disabilities in general education. This practice received strong support by the National Association of State Boards of Education.

Ms. Strange-Mulhern reported that the analysis next looked at current practices in MCPS. Consistent with national laws and state regulations, MCPS provided a continuum of services ranging from home schools to residential schools for students with disabilities. Approximately 85 percent of students with disabilities were in general education settings. In addition, the Success for Every Student Plan supported the concept that the goals of education were expectations for all students including those with disabilities. MCPS practice had been to incorporate students with disabilities in all policies affecting students. In addition, IOB contained the legally mandated aspects of P. L. 94-142 and COMAR.

Three options for policies regarding services for students with disabilities had emerged from this analysis. In two of the options, IOB was retained as the comprehensive policy for the education of students with disabilities. If retained, IOB would have to be revised to incorporate the format for Board policy and the language and focus of current laws, regulations, and educational practices which supported inclusive education for all students. Option 1 would have a new separate inclusion policy relating only to students with disabilities. Options 1 and 2 continued the current practice of including students with disabilities in all policies affecting students. The third option rescinded IOB and eliminated all separate policies and regulations for students with disabilities. It also continued the current practice of including students with disabilities in all policies affecting students.

In regard to the proposed policy, Mrs. Lebowitz explained that the proposed policy contained the legally mandated aspects of 94-142 and COMAR. It now incorporated the concept and language of IDEA including an expanded emphasis on the least restrictive

environment. The overall purpose in the draft was to bring the language of the existing policy into alignment with current law and best practices. It stressed the concept of least restrictive environment and the shared responsibility in general and special education for students with special needs. Section A highlighted the creation of an accepting climate, full participation of all students, and shared responsibility for their education. Section B focused on the individual student's needs, collaboration, and preparing students for a transition to the community and the world of work. Section C emphasized the commitment to all children including those with disabilities and endorsement of federal and state law. Much of the original language had been eliminated because it described procedural guidelines which were now addressed in the EMT and ARD procedures manual. This section also emphasized the commitment of MCPS to define outcomes for students, cooperation among special and general educators, and the acceptance and participation of children with disabilities in all aspects of MCPS.

Mrs. Lebowitz noted that Section D delineated the desired outcomes of this proposed draft including transition to the community and the world of work, establishment of community ties, partnerships within and outside of MCPS, collaboration between regular and special education and schools, businesses and other agencies, and full participation in school and community for students with disabilities. Section E now reflected the changes in terminology from IDEA and eliminated specifics which were now addressed in other MCPS documents. It proposed including the commitment to a continuum of placements, the selection of the least restrictive environment for each student, opportunities for participation within non-disabled peers in a variety of activities, and staff development for teachers, support staff, and administrators. A specific note was made of the need for training in the growing area of technology to support education. Section F on review and reporting would remain essentially as it was originally.

Dr. Cheung suggested that the Board concentrate its remaining time on taking tentative action on the proposed policy. The reorganization issues would be considered at a later time. The Board proceeded with a review of the following policy:

EDUCATION OF STUDENTS WITH DISABILITIES

A. PURPOSE

1. To commit Montgomery County Public Schools (MCPS) to providing an educational program that prepares students with disabilities for self-sufficient and productive lives as full participating members of our society to the maximum extent possible

2. To commit MCPS to the task for creating a climate of acceptance and respect for individuals with disabilities among staff and students
3. To affirm the Board of Education's strong commitment to the genuine participation of students with disabilities with peers without disabilities in all aspects of MCPS, including academic, social, non-academic, and extracurricular activities
4. To affirm the expectation that both general and special education personnel are accountable for the education of students with disabilities
5. To establish guidelines for working toward these objectives, and for all necessary activities to comply with federal and state mandates

B. ISSUE

In accordance with changes to federal laws and state regulations regarding the education of individuals with disabilities, MCPS policy should ensure that services for these individuals focus on:

- " The individual rather than the disability
- " Collaboration among general and special educators, families, state and local agencies, and the community
- " The development of educational programs and transition services/supports that prepare individuals with disabilities for success in post-secondary education, post-school employment, and community participation

C. POSITION

1. The Board acknowledges that the development of effective programs for all students depends not only upon adequate budgetary provisions, but also upon the energy, concern, and leadership demonstrated at all levels.
2. The Board of Education is committed to the education of all children, including those with disabilities, and will make free and appropriate educational programs and related services available to children with disabilities from birth through age 20. These programs and services will be of the same quality as those available to all other children in MCPS.

3. Programs and services for students with disabilities will be provided in compliance with all applicable federal and state laws and regulations with regard, but not limited to: notification, consent, the educational assessment process, independent educational evaluation, appointment of a parent surrogate, confidentiality of educational records, extended school year services, least restrictive environment, due process procedures, staffing ratios, timelines, the admission, review, and dismissal (ARD) process, development and implementation of the individualized educational program (IEP), services for private/parochial students with disabilities, and transition planning.
4. The Board recognized the importance and value of family involvement, including participation in individual program planning and the educational decision-making process, for the education of all children, including those with disabilities.
5. All MCPS educational programs and services, including those for students with disabilities, will focus on the quality of instruction and the establishment of clearly defined outcomes of schooling including post-secondary education, post-school employment, and community participation.
6. The Board recognizes that the education of students with disabilities is a complex task that necessitates cooperation among general and special educators, state and local public agencies and private services providers to provide a full continuum and range of services to meet student needs.
7. The Board recognizes that attitudinal and physical barriers must be overcome to ensure the genuine participation of individuals with disabilities in all aspects of MCPS, as well as their acceptance as equal participants in educational, work, and community settings.

D. DESIRED OUTCOME(S)

1. An education that prepares students with disabilities for an effective transition to further education, work, and/or community participation, to the maximum extent possible
2. An opportunity for students with disabilities to develop community ties by attending the schools they would attend if not disabled, or the closest school

that can meet the goals and objectives of the IEP appropriately

3. The acceptance of individuals with disabilities as genuine participants in educational, work, and community settings
4. Partnerships that support collaborative relationships among families, schools, communities, and the business sector to provide appropriate educational services and support for individuals with disabilities
5. Collaboration among general and special educators to develop a better understanding of students' educational needs that can be addressed through accommodations and the development of compensatory skills in the general education program
6. The genuine participation of students with disabilities with their peers without disabilities in all aspects of MCPS, including academic, social, non-academic, and extracurricular activities

V. IMPLEMENTATION STRATEGIES

1. There will be an ongoing and systematic effort to identify all children with disabilities who may be in need of special education services.
2. Parents or guardians of children with disabilities will be encouraged to participate in all aspects of the educational decision-making process.
3. Each school will have an Admission, Review, and Dismissal (ARD) team, chaired by an administrator or designee whose responsibility will be to make decisions related to evaluation, eligibility, and review for special education and related services.
4. Appropriate educational and other assessments will be used to determine whether a child is in need of special education services and to develop an individualized education program for each child with a disability.
5. A written Individualized Education Program (IEP) encompassing strengths, needs, goals, objectives, program assignment, related services, percent of time in general education, a transition plan for students 16 years or older (14 years or older, as necessary), and timeliness for reviewing progress will be developed for each student with a disability.

6. A continuum of alternative placements that includes instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions will be available in order to meet the needs of students with disabilities.
7. Students with disabilities will be educated in the least restrictive environment (LRE) that is appropriate, i.e., whenever possible, in general education settings with their nondisabled peers.
8. Schools are expected to make reasonable accommodations to the specific needs of the student with disabilities to promote success in the least restrictive environment (LRE), whether full-time, part-time, or occasional.
9. Instruction of students with disabilities will be provided through coordinated academic, functional, vocational, and community-based curricula and will follow the MCPS Program of Studies, adapted to accommodate student learning styles, where necessary.
10. Curricula and special education instructional materials that reflect appropriate learning outcomes for all students, including those with disabilities will be developed and maintained.
11. Staff development will be provided as appropriate to all MCPS personnel and will include:
 - a) In-service training programs for general educators, administrators, and support personnel to acquire a basic understanding of disabilities and their effect on children and their families. Emphasis will be placed on exemplary instructional practices for working effectively with the child and adapting instruction to promote success in all settings.
 - b) Training in technological innovations resulting in new educational strategies and materials will be provided for general and special education personnel, as appropriate.
12. Programs will be developed to increase the understanding of individuals with disabilities among the student body of MCPS and to provide mutually beneficial interactions between students with and without disabilities. Planning will be done cooperatively with MCPS, community agencies, parents, and students.

VI. REVIEW AND REPORTING

1. The superintendent will report specific progress on the implementation and monitoring of this policy to the Board of Education at least annually, or more frequently, as directed by the Board of Education. These reports will include views of parent/community representatives.
2. The Office of Special and Alternative Education will collaborate with the Department of Educational Accountability for internal and external data collection/analysis and evaluation activities and will report findings to the superintendent and the Board of Education.
3. The comprehensive plan for services and programs for students with disabilities will be updated annually, revised as needed, and reported to the Board of Education and the Maryland State Department of Education. Budget implications will be reported to the Board of Education, as appropriate.
4. All regulations developed in support of this policy will be sent to the Board as information items.
5. This policy will be reviewed every three years in accordance with the Board of Education's policy review process.

Re: A MOTION BY MRS. BRENNEMAN TO AMEND
THE PROPOSED POLICY ON STUDENTS
WITH DISABILITIES (FAILED)

A motion by Mrs. Brenneman to amend the proposed policy on students with disabilities by substituting "To provide an educational program..." for A. 1 "To commit Montgomery County Public Schools (MCPS) to providing an educational program..." failed with Mrs. Brenneman and Mrs. Gordon voting in the affirmative; Mr. Abrams, Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the negative.

Dr. Cheung suggested that Board members provide their comments and questions to the staff regarding the policy. He agreed that the Board officers and superintendent would need to reschedule an evening for the policy and the reorganization discussion.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Dr. Cheung reported that the Board and executive staff members had a retreat on January 8, 9 and 22. The purpose of the retreat was to develop a set of action areas for the next two

years. In the near future the Board officers and the superintendent would be presenting the results of the retreat to the Board for their comments and action.

2. Mrs. Brenneman congratulated the four winners from Blair High School and Whitman who won the Westinghouse Science Talent Search. There were forty finalists in the country, and the school with the most finalists was Blair High School. She noted that even with the budget crisis they were still producing four Westinghouse finalists.

3. Ms. Gutierrez reported that she and Mrs. Fanconi had been attending the Federal Relations Network. It was a conference held annually by NSBA in Washington involving school boards across the nation to review the legislative agenda on the hill. She thought that NSBA had provided an incredible service in preparing them and informing them of the issues. Tomorrow she and Mrs. Fanconi would have breakfast with the Maryland delegation. She promised to share information with all Board members of what she had learned.

4. Mr. Ewing said that as chair of the research and evaluation subcommittee he wanted to report their unanimous concern about the reduction of resources for research. He hoped the Board would not make further cuts in those resources. The subcommittee would be meeting in the near future to discuss research and evaluation topics from the Board's perspective, and he encouraged Board members to provide him with their suggestions. In addition, the committee would be meeting with DEA's oversight committee to exchange views about the research and evaluation program.

5. In regard to the social studies curriculum, Mr. Ewing thought they needed to address this relatively soon in light of the new graduation requirements. He hoped that the Board officers would schedule this soon.

RESOLUTION NO. 61-93 Re: CLOSED SESSION RESOLUTION - JANUARY
28, AND FEBRUARY 4 AND 9, 1993

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. 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 the following meetings in closed session in Room 120 of

the Carver Educational Services Center, 850 Hungerford Drive, Rockville, Maryland, on Thursday, January 28, 1993, at 7:30 p.m. and on Thursday, February 4, 1993, at 10:30 p.m. to discuss contract negotiations and that these meetings shall continue in closed session until the completion of business; and be it further

Resolved, That the Board of Education of Montgomery County hereby conduct closed session meetings in Room 120 of the Carver Educational Services Center, 850 Hungerford Drive, Rockville, Maryland, on Tuesday, February 9, at 9 a.m. and at noon to discuss contract negotiations, personnel matters, pending litigation, matters protected from public disclosure by law and other issues including consultation with counsel to obtain legal advice and that such portions of these meetings shall continue in closed session until the completion of business.

RESOLUTION NO. 62-93 Re: MINUTES OF DECEMBER 8, 1992

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

Resolved, That the minutes of December 8, 1992, be approved.

Mrs. Fanconi assumed the chair.

RESOLUTION NO. 63-93 Re: MINUTES OF JANUARY 5, 1993

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

Resolved, That the minutes of January 5, 1993, be approved.

Re: REPORT ON CLOSED SESSIONS - JANUARY
6, 12, AND 14, 1993

The Montgomery County Board of Education met in closed session on Wednesday, January 6, 1993, from 7:30 p.m. to 12:40 a.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, 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, Jonathan Sims, Paul Vance, William Westall, and Mary Lou Wood.

On December 8, 1992, by the unanimous vote of members present, the Board voted to conduct a closed session on January 12, 1993,

RESOLUTION NO. 66-93 Re: DEATH OF MR. LAURENCE WYATT, FORMER
VICE PRESIDENT OF THE BOARD OF
EDUCATION

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

WHEREAS, The death in February 1992, of Mr. Laurence Wyatt, former vice president of the Montgomery County Board of Education, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Wyatt served with distinction on the Board of Education from 1966 to 1970 and as vice president in 1970 during a time of great change and growth in Montgomery County; and

WHEREAS, Prior to his election to the Board of Education, Mr. Wyatt was an officer of the Montgomery County Civic Federation and the president of the Garrett Park Elementary School PTA; and

WHEREAS, While on the Board, Mr. Wyatt sought to improve the quality of education, to attract the best teachers and pay them for their professional competence, develop a long-range assessment of needs, and adopt instructional practices to improve learning to meet the needs of all children; and

WHEREAS, After leaving the Board of Education and retiring from work, Mr. Wyatt continued his public service efforts by volunteering in the tax counseling program for the elderly and the retired senior volunteer program in Corvallis, Oregon; and

WHEREAS, Mr. Wyatt will be missed for his intellect, his ability to synthesize key educational issues, and his strong support for an effective and efficient administrative structure for the Montgomery County Public Schools; now therefore be it

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

Resolved, That this resolution be made part of the minutes of the meeting and a copy be forwarded to Mr. Wyatt's family and former Board members who served with him.

RESOLUTION NO. 67-93 Re: BOE APPEAL NO. 1992-16, TUITION
WAIVER

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1992-16.

Mr. Fess asked that the record reflect that Mr. Sims had also voted in favor of the Decision and Order.

Re: NEW BUSINESS

1. Mrs. Brenneman moved and Mr. Abrams seconded the following:

Resolved, That the Board schedule a discussion on Success for Every Student and how it helps the average and above-average student.

2. Mrs. Brenneman moved and Mr. Abrams seconded the following:

Resolved, That the Board schedule a discussion to examine the open lunch policy in light of the new safety and security procedures.

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

Resolved, That the Board amend its policy on policymaking to restore the original language that the implementing regulations would be provided to the Board as items of information.

4. Mr. Abrams moved and Mrs. Brenneman seconded the following:

Resolved, That the Board of Education schedule time to discuss a change in the way academic scores were reported by schools and look at some method of attributing the scores of students attending special programs back to their home school community as well as having a separate reporting for special schools.

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

Resolved, That the Board schedule time to review staff proposals for changes in the social studies curriculum in connection with the new state graduation requirements.

RESOLUTION NO. 68-93

Re: DEATH OF JUSTICE THURGOOD MARSHALL

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

Resolved, That a resolution be prepared for Board action on the death of Justice Thurgood Marshall.

RESOLUTION NO. 69-93 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 11:45 p.m.

PRESIDENT

SECRETARY

PLV:mlw