

APPROVED
34-1997

Rockville, Maryland
September 22, 1997

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Monday, September 22, 1997, at 8:30 p.m.

ROLL CALL Present: Mr. Reginald M. Felton, President
in the Chair
Dr. Alan Cheung
Mr. Blair G. Ewing
Mrs. Beatrice B. Gordon
Ms. Ana Sol Gutiérrez
Mrs. Nancy J. King
Ms. Mona M. Signer
Ms. Debra Wheat
Dr. Paul L. Vance, Secretary/Treasurer

Absent: None

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

RESOLUTION NO. 577-97 Re: **AGENDA**

On recommendation of the superintendent and on motion of Mrs. King seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its agenda for September 22, 1997.

Re: **PUBLIC COMMENTS**

The following people testified before the Board:

	<u>Person</u>	<u>Topic</u>
1.	Lori Vise	Bethesda Elementary School Modernization
2.	David Vise	Bethesda Elementary School Modernization
3.	Lyn Ermer	Bethesda Elementary School Modernization
4.	Nancy Leopold	Bethesda Elementary School Modernization
5.	Susan Kitt	Bethesda Elementary School Modernization
6.	Carin Collins	Bethesda Elementary School Modernization
7.	Catherine McCabe	Bethesda Elementary School Modernization
8.	Marcy Toney	Bethesda Elementary School Modernization
9.	Tony Records	Bethesda Elementary School Modernization
10.	John Bruce	Bethesda Elementary School Modernization

RESOLUTION NO. 578-97 Re: **AWARD OF CONTRACT - TAKOMA PARK MIDDLE SCHOOL ASBESTOS/BUILDING DEMOLITION**

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

WHEREAS, On September 11, 1997, the following sealed bids were received for asbestos removal and demolition of the Takoma Park Middle School with work to begin October 1, 1997, and to be completed by November 30, 1997:

<u>Contractor</u>	<u>Amount</u>
AccuBid Excavation, Inc.	\$494,300
Goldin & Stafford, Inc.	538,800
The Driggs Corporation	593,000
BCB Construction, Inc.	663,263

WHEREAS, AccuBid Excavation, Inc., has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The low bid is within the staff estimate; and

WHEREAS, AccuBid Excavation, Inc., has submitted 14 percent of Minority Business Enterprise participation, and staff has verified that the contractor has made a good faith effort to obtain minority participation; now therefore be it

Resolved, That a contract for \$494,300 be awarded to AccuBid Excavation, Inc., for asbestos removal and demolition of the Takoma Park Middle School in accordance with plans and specifications prepared by Grimm and Parker, P.C.

RESOLUTION NO. 579-97 Re: **CHANGE ORDER OVER \$25,000 - BROAD ACRES ELEMENTARY SCHOOL HEALTH CENTER**

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

WHEREAS, The county executive has program funds to provide an enclosed walkway between the main building and the health center at Broad Acres Elementary School; and

WHEREAS, Staff has negotiated a cost to complete this work with the modular building contractor that constructed the health center; and

WHEREAS, the negotiated cost is within the funds programmed for the walkway; and

WHEREAS, The Montgomery County Department of Health and Human Services has authorized staff to proceed with the enclosed walkway at the negotiated price; now therefore be it

Resolved, That a change order in the amount of \$76,200 be approved to the contract with EMH Environmental, Inc., for the modular health center building to furnish and install a covered walkway to be completed by November 6, 1997.

RESOLUTION NO. 580-97 Re: PARTIAL CAPITALIZATION OF SELECTED CAPITAL PROJECTS

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

WHEREAS, The Montgomery County Office of Management and Budget has recommended the capitalization of countywide capital expenditures incurred as of June 30, 1997; and

WHEREAS, Montgomery County Public Schools' external auditors, KPMG Peat Marwick, concur with this recommendation; now therefore be it

Resolved, That the following projects be partially capitalized in FY 1998:

<u>Project No.</u>	<u>Project</u>	(Amts. in Thousands) Partial Capitalization <u>of Expended Funds</u>
9963	ADA Compliance	\$ 745
9993	ALARF (Future School Sites)	6,774
9928	Asbestos Abatement	748
9902	Design, Engineering, and Construction	2,360
9903	Educational Technology - Global Access	8,371
9959	Energy Conservation	1,279
9926	Facility Planning	384
9997	Facility Wiring for Cable TV	228
9918	Fuel Tank Management	313
9916	HVAC Replacement	1,849
9915	PLAR	2,381
9968	Relocatable Classrooms	2,137
9942	Roof Replacement	1,949

RESOLUTION NO. 581-97

Re: **GRANT OF DEED AND EASEMENTS TO
MONTGOMERY COUNTY GOVERNMENT AT
KINGSVIEW MIDDLE SCHOOL**

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

WHEREAS, The Montgomery County Government requested a Deed and Easement Agreement at Kingsview Middle School, located at 18909 Kingsview Road, in order to construct Maryland 118 Relocated in Germantown; and

WHEREAS, The road improvements will require a public dedication of 8,201 square feet of land in fee simple, 12,110 square feet of slope easement, and 5,314 square feet of temporary construction easement; and

WHEREAS, The proposed dedication will benefit both the school system and the community by providing needed road improvements; and

WHEREAS, All construction and restoration will be performed without disruption to the instructional program at the school and will be performed at no cost to the Board of Education, with the Montgomery County Government and its contractors assuming liability for all damages or injury; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a deed dedicating 8,201 square feet of land in fee simple, 12,110 square feet of slope easement, and 5,314 square feet of temporary construction easement to the Montgomery County Government for road improvements associated with the Maryland 118 Relocated Project at Kingsview Middle School.

RESOLUTION NO. 582-97

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED
PROJECT FUNDS FOR THE SUMMER MARYLAND'S
TOMORROW PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$36,680 under the federal Job Training Partnership Act, through the Montgomery County WDC, for the Summer Youth Employment Training Program, in the following categories:

	<u>Category</u>	<u>Amount</u>
3	Instructional Salaries	\$ 16,108
4	Textbooks and Instructional Supplies	4,960
5	Other Instructional Costs	14,243
12	Fixed Charges	<u>1,369</u>
	Total	<u>\$ 36,680</u>

and be it further

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

Re: **DISCUSSION**

Mr. Ewing asked how does MCPS know that this is in fact producing the results intended? What evidence of results is available? How does MCPS know this works effectively? Dr. Smith responded that the state measures and collects data on the functional test data, attendance rates, drop out rates, credits earned, and post-graduation transition. Mr. Ewing requested copies of the data collected for the state.

RESOLUTION NO. 583-97 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective September 23, 1997:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Keith Jones	Instructional Specialist, Department of Academic Programs	Curriculum Coordinator, Elementary Mathematics

RESOLUTION NO. 584-97 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective September 23, 1997:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Nancy Metz	Instructional Specialist, Department of Academic Programs	Curriculum Coordinator, Secondary Mathematics

RESOLUTION NO. 585-97 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective September 23, 1997:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Rae Korade	Acting Personnel Specialist, Division of Staffing	Personnel Specialist, Division of Staffing

Re: **PRESENTATION OF PRELIMINARY PLANS -
BETHESDA ELEMENTARY SCHOOL
MODERNIZATION**

Dr. Vance stated that he sent the Board of Education a memorandum indicating the process used for the projections for Bethesda Elementary School and his confidence in those projections for the immediate and future enrollment growth. He had concluded that the proposal for the three additional classrooms is appropriate and will accommodate the student population. He had come to the meeting to be an advocate for the proposed resolution on the preliminary plans for the Bethesda Elementary School modernization, but the testimony of the parents brought out additional concerns. He could present the resolution at the next meeting without any significant ramifications that would impact the proposed modernization. Dr. Vance felt that the community was entitled to discuss with special education staff the rationale for placing classes at Bethesda Elementary School. Therefore, the resolution for the preliminary plans should be brought back to the Board on October 7, 1997.

Mr. Felton thanked Dr. Vance and announced that the presentation of the preliminary plans for Bethesda Elementary School's modernization would be deferred until October 7, 1997.

Mr. Ewing thought it was important that the issues raised by testimony and letters are addressed, and the Board might want to have other concerns addressed prior to October 7, 1997. He wanted to know what the specific plans are with respect to the special education classrooms that are to be added, and what the program impact of those additional students will be, not only on the school as a whole, but also on the inclusion

program. When the school system builds to less than peak enrollment, students inevitably attend an overcrowded school. What is the programmatic justification for that practice? The superintendent's supplemental memo stated that the total capacity is 443 students, but the green sheet states that the modernized facility will have a capacity of 392. Which is correct? What does each provide for?

Ms. Signer asked the superintendent when were the school staff and community notified about the additional special education classes? Are the new special education classes compatible with full inclusion? The plans call for additional classrooms to be added based on a three/three configuration. What alternatives are available to that configuration? What is the cost of adding additional classes now versus at a later date?

Mrs. Gordon requested the superintendent to provide clarification on how special education programs are placed in schools other than those being modernized or receiving additions. How does that fit into the facilities long-range planning for all schools when special education programs place the school at capacity or over capacity?

Ms. Gutiérrez suggested that staff review the approach used to determine building capacity and develop guidelines in the future to address the basis of less teaching stations when a school is renovated even though the classrooms are larger. The superintendent's memo speaks to adding three of the six rooms into the CIP process. When would that happen?

Mrs. King stated that there are apartment complexes being built in the attendance area. What has been the input from the developers regarding the number of students expected from those complexes?

Re: UPDATE ON SAFETY AND SECURITY

Dr. Vance invited the following people to the table: Dr. Steven G. Seleznow, associate superintendent for school administration, and the co-chairs of the two workgroups: Mr. Frederick S. Evans, principal of Gaithersburg High School, and Ms. Rosalva Rosas, principal of Roberto Clemente Middle School, co-chairs of the workgroup on alternative programs; and Ms. Janice C. Mostow, principal of Bethesda-Chevy Chase High School, and Mr. Fred Evans substituting for Dr. Richard L. Towers, principal of Albert Einstein High School, co-chairs of the workgroup on policies and procedures.

Dr. Vance stated that over the past three months, the issue of safety and security in the Montgomery County Public Schools (MCPS) has received considerable attention as preparations were made for the opening of the 1997-98 school year. On June 17, 1997, the Board of Education received a paper by Montgomery County high school principals, entitled "Safety and Security in Our High Schools," that detailed their concerns regarding student behavior and discipline. On July 24, 1997, the Board received a detailed memorandum and

action plan addressing many of the issues presented in the high school principals' paper. This preliminary response outlined several steps that had already taken place by mid-summer or would occur prior to the opening of school.

Mrs. Gemberling reported that the paper also identified activities scheduled to be implemented in collaboration with the high school principals following the opening of school and continuing into the first semester. Since then four significant initiatives have been undertaken: (1) the addition of more administrative support for principals; (2) the implementation of new and revised regulations giving greater authority to principals; (3) an improvement in the administration of school system safety and security personnel working with county and municipal police and fire officials; and (4) the formation of two major workgroups to identify further ways to improve policies, regulations, and procedures and to improve appropriate alternative programs and services. As noted in the mid-summer action plan, regulations and procedures were revised and prepared for implementation prior to the opening of school.

A review of the changes in regulations, including new authority granted to principals regarding specific discipline issues and the enrollment of expelled students, were highlighted in detail at the August principals' meeting with the Office of School Administration (OSA). Dr. Vance asked the directors within OSA, as well as the Division of School Security within the Office of Supportive Services, to keep a significant focus on the issues surrounding the concerns of the high school principals, consistent with his commitment to provide a safe and secure learning environment for students and staff in our schools.

On August 12, 1997, the Board received a second update on safety and security initiatives, focusing on the establishment of the two workgroups. The issues being addressed by the workgroups involve significant in-depth study based on the leadership and expertise of the principals themselves. On September 4, 1997, the two workgroups -- one focusing on policies, regulations and procedures and the other on alternative programs -- were given the necessary charge and responsibility to bring back an analysis and recommendations within a specified time period. As part of the charge to the workgroups, a thorough review of related data and other information has begun. Principals on both workgroups have been joined by parent and community representatives along with staff from the Department of Educational Accountability (DEA) and the Office of Pupil and Community Services (OPCS), including staff from the field offices and Department of Comprehensive Pupil Services who are also significantly involved in student discipline and behavior issues.

Mr. Evans reported that over the years the Board and superintendent have shown great foresight in initiatives on safety and security. He saw the workgroup on alternative programs as part of the continuum in Montgomery County in dealing with issues as well as being proactive in managing safety and security.

The Workgroup on Alternative Programs represents a diverse group with a variety of different points of view in and out of the school system. The Workgroup on Alternative Programs will:

1. Examine the range of intervention strategies and alternative programs;
2. Review how school-based alternative positions are used;
3. Review the process and procedures for returning students to a regular secondary school from an alternative setting;
4. Look at the role of home school staff and parents in the enrollment and placement process; and
5. Make specific recommendations to be included in the workgroup report.

Ms. Mostow remarked that one of the important parts of this process is the use of the continuous improvement method that highlights how to solve a problem. The Workgroup on Policies, Regulations, and Procedures will:

1. Review data related to requests for expulsion;
2. Examine the range and severity of disciplinary actions in relation to infractions described in policies and regulations;
3. Review the range of interventions available in response to suspension or expulsion;
4. Review policies and regulations specific to school order and discipline; and
5. Make specific recommendations to be included in the workgroup report.

Ms. Rosas reported that discipline and a positive school climate are very dear to her heart. This past summer, her staff became involved and excited about the comprehensive management intervention program of Mr. Paul. She is already seeing the positive results of that training in the new school year.

Ms. Wheat was very interested to see the outcomes and discussion of the Youth Speakouts on safety and security. She was very pleased with the makeup of the workgroups, especially student involvement. What troubles her about this workgroup, and all of MCPS' workgroups, is that the "source" is never consulted. She would like to see the school system look into the possibility of involving non-traditional good students and ask students in alternative programs, gangs, and those who have had disciplinary problems for their help and insight.

Mrs. Gordon knew that the workgroups were working under the time constraints established by the Board. She hoped that if the workgroups could use additional time in producing a more comprehensive and long-term report, they would ask for an extension since this is a critical issue and it should not be rushed. She was pleased to hear that the workgroups were checking other jurisdictions, and she hoped those jurisdictions were across the nation because this is an issue discussed nationally and there have been creative ways of dealing with safety and security.

She was pleased that consideration will be given to the prevention of disruptive behaviors. However, as she reviewed the makeup of the two workgroups, the membership concentrates mostly on high school representatives, some middle school representatives, and very few elementary school representatives. If, in fact, the school system is going to look at prevention, MCPS cannot wait until students are in middle and high school to start those remedies.

Ms. Gutiérrez shared Mrs. Gordon's concern about the shortness of the timeline, especially with the workgroup on alternative programs. Within the timeline, she could not imagine how the following items could be done and accomplished well: (1) the review of entrance requirements and processes for alternative programs with staff and field supervisors and (2) the development of an alternative program by the Fall of 1997. She is concerned that the school system needs to look at all alternative programs with a view of how effective those programs have been, the variety of approaches, and what are the lessons learned. In the makeup of the Workgroup on Alternative Programs, she observed there are no directors of existing programs whose expertise and insights are essential for the analysis of strategies. There also needs to be a representation of students in alternatives programs. The school system needs to do a comprehensive study that would run from six months to a year. That does not mean that there could not be immediate recommendations for some changes. The school system has strategies that work, and Mr. Paul's comprehensive management intervention is excellent. There is an aspect of safety and security that is budgetary, and that will be important in the long run.

Ms. Signer pointed out that the Board's resolution specifically calls for public comments on the issues raised by the principals and on the superintendent's recommendation, and she did not see a reference to that in the timeline. She wanted to know how that portion of the Board's resolution would be implemented. Dr. Vance replied that the time and place have not been set at this time.

Ms. Signer stated that when the Board addressed this issue in April 1997, she asked for data on the recommendations for expulsions and the number of students who were ultimately expelled. She had received trend data for last 2 ½ years. It appeared to her as though the principals recommended roughly 1,000 students for expulsion every year. Of those recommended for expulsion, fewer than 200 students are referred to the deputy's office which means that approximately 800 are reversed at the Field Office level. Of those that are referred to the deputy's office, the school system expelled with no alternative fewer than six students. The rest of the students are returned to regular classrooms, a few withdraw, and some are placed in alternative instruction. What that said to her was that the school system's staff is recommending expulsion in instances where they know that the students will not be expelled. She thought that was a mistake, and if school system staff recommends expulsion for a student, the staff and students should believe there is some likelihood that the infraction merits expulsion. She will be looking to the workgroups to address that specific issue, i.e., the school system only recommends expulsion when it really believes expulsion is warranted, not because the policy requires staff to recommend expulsion when there is no expectation that it will be upheld.

Ms. Signer was also anxious to see the school system address the issue of alternative programs. She does not want the school system to expel students except in rare cases. She would prefer to see those students placed in an alternative program with the hope that the student could eventually return to the regular education classroom. She would be willing to commit the necessary resources needed to ensure alternative programs for students since she

does not want to give up hope for any youngster.

Mrs. King referred to the list of the workgroups participants, and she stated that she had a great deal of confidence in them. However, she had a real concern about whether or not the workgroups could complete their charges before January 1998. Mr. Evans replied that the timeframe is short, but it is important to start the discussion with some short-term recommendations. The workgroups may also make some suggestions on a long-term study.

Mrs. King wanted to get information on how realistic the Board's expectations were in light of the topic. Ms. Mostow responded that her workgroup will make some recommendations to the superintendent, and that certain areas may require further analysis or consideration.

Mr. Ewing stated that the resolution did not ask or contemplate that all the problems the school system faces would be addressed by January 1998. It is intended that recommendations that address solutions to problems can be put in place and recommendations for further analysis can be given more time. There is concern on the part of school administrators, staff, students, parents, and the community about the seriousness of safety and security, and what the school system is doing about it. The Board has a reasonable expectation that there ought to be some actions that the superintendent and Board can take in the furtherance of the objectives of providing an environment where students can learn, teachers can teach, and administrators can run a school in a way that will be more effective because the school system has in place the right mechanisms and have in the hands of the people the right tools to accomplish what needs to be accomplished. He did not see that the Board has set unreasonable expectations for anyone, nor did he think that the Board can afford to simply postpone everything. That would be a serious mistake.

There is in the resolution a provision that says the superintendent is to give the Board background data detailing the nature, extent, and the seriousness of the problems in MCPS and provide options and recommend solutions. He was convinced that people see the nature, extent, and seriousness of this problem very differently. There are those who see it as being a massive problem affecting every child in every school. And, there are others who see it as being a problem affecting a few children in a few schools. Therefore, the Board needs a much clearer statement of where the school system has been and where it is. The media sees this in the light of a growing and ever more serious problem. The school system can say, as the superintendent's memorandum does, that it involves a very small number of students; but, that hardly is a counter weight to the great anxiety that is generated by media stories that suggest that school systems are overwhelmed with problems. Until MCPS is able to show trend data and compare it reasonably with other jurisdictions that keep data, MCPS will have a hard time stating where the system places and the extent of safety and security issues.

Specifically, there are people who think that the way to solve the problems of safety and security is to find more rooms or schools for students for alternative programs. There are others who think the system needs more security assistants and security devices. There are those who think the system needs both, and that was Mr. Ewing's position. The resolution

speaks to providing options. There are limited budget dollars, and the Board needs to ascertain where to spend those dollars. Is the Board going to buy more security assistants, more classrooms for alternative programs, or some of both? The Board needs better data on what the school system is doing that works, and he hoped that the recommendations of the workgroups and superintendent would acknowledge the need for further analysis of safety and security issues based on data.

Mr. Felton was concerned about discussing safety and security and, then, leaping to disruptive behavior and discipline. He hoped that the reports and recommendations do not equate the two because, he thought, they are very different. Issues of disruptive behavior and discipline can be addressed in a precise manner with policy and regulations with a number of different recommendations when dealing with safety. In talking to students, they say there are some perceptions of problems, but it does not seem to be a school-wide issue. He cautioned that these two issues should not be lumped together. He was also concerned about the expulsion rate and whether a recommendation for expulsion was following policy without the expectation that the student would be expelled. The issue is to what degree does the school system have a serious problem with discipline and disruptive behavior and, once that assessment is made, what are the specific recommendations.

Another issue is the media and how the media addresses the perception of a problem within the community. He hoped that the school system begins to deal with media in terms of how they create an image that may or may not be true. This is disruptive in terms of the self image of the entire student body.

Ms. Gutiérrez asked if part of the review by the Workgroup on Policies, Regulations, and Procedures was to look at specific recommendations from the principals? She thought it was important for the Board to get legal advice. Dr. Seleznow stated that legal counsel is available to both workgroups that will ensure that the workgroups operate within existing laws.

Mr. Felton thanked staff for the presentation and looked forward to the final recommendations.

**Re: UPDATE ON THE PARTNERSHIP BETWEEN
MONTGOMERY COUNTY PUBLIC SCHOOLS AND
MONTGOMERY COLLEGE**

Dr. Vance invited the following people to the table: Mrs. Kathryn W. Gemberling, deputy superintendent of schools; Dr. Charlene Nunley, executive vice president of Montgomery College; Dr. Mary Helen Smith, associate superintendent, Office of Instruction and Program Development; Dr. Hiawatha B. Fountain, associate superintendent, Office of Pupil and Community Services; and Dr. Mary Kay Shartle-Galotto, instructional dean of Montgomery College.

Dr. Vance stated that, over the past year, senior administrative staff of the Montgomery

County Public Schools (MCPS) and Montgomery College (MC) have been working diligently on issues related to achieving greater cooperation, improved operational planning, and enhanced understanding of our respective educational programming. Their mission is based on a goal of an environment in which students move successfully from one institution to the other in a common pursuit of an advanced degree. In the meetings between the Board of Education and the college's Board of Trustees, the joint expectation has been established based on a common vision of ensuring the success of every student, for giving county students the best possible opportunities for advanced teaching and learning right here in Montgomery County.

Mrs. Gemberling reported that the desired result of these efforts is the creation of a seamless educational environment where students can reasonably expect to receive a top-notch college preparatory program in MCPS and successfully earn the first two years of their advanced degree at MC. At the same time, the focus includes providing students with a highly successful technical career education that prepares them for direct job entry following community college attendance, as well as the ability to transfer successfully from the college to pursue elsewhere a Bachelor's degree and beyond.

The steps taken thus far, as a result of joint planning and implementation groups initiated last fall, include the establishment of a common understanding of the necessary mathematics curriculum, shared curriculum planning in reading and English, and collaborative guidance and counseling. Pilot testing of student readiness in mathematics, reading, and English occurred this past year, in addition to coordinated research on student performance. Efforts underway for the current year include an expansion of the tenth and twelfth grade testing program and an enhancement of early intervention strategies for students who are falling behind in preparation for college readiness. More in-depth work is ongoing in math curriculum and standards, as well as greater detailed exploration of reading and English programs. Efforts have been initiated to establish potential MC credits for certain Advanced Placement courses, the establishment of a "virtual university" program in math and foreign languages, and increased research projects. An extended school day pilot course is already underway at Winston Churchill High School, focusing on college vocabulary development.

The early success of this partnership reflects the continuing improvement in the academic accomplishments of students at both institutions. The key results of MCPS students increasingly reflect the county's focus on a college preparatory education, in which 72 percent of students are completing Algebra 1 in grade nine, 53 percent of students are taking Honors and Advanced Placement courses, and the average score on the Scholastic Assessment Test (SAT) has reached 1092 – the highest average score in 23 years for MCPS and the highest overall average score in the Washington area and the state of Maryland – with the largest percentage of students ever in MCPS taking the test (76 percent).

The efforts to improve college readiness continue to move forward in a productive manner. Staff from the Office of Instruction and Program Development (OIPD), the Department of Educational Accountability (DEA), and Damascus, Gaithersburg, and Thomas S. Wootton high schools have been working with MC staff on the expanded use of the PASS (Placement Articulation Software Service) Pilot Project. The focus continues to be on establishing an early alert and intervention process so that students and parents have a clear understanding of a student's current readiness for college and know what academic skills must be strengthened. An emphasis on effective school and home collaboration is also a component of this effort, and each school is developing an individual school plan for the constructive use of the scores within the school community.

An intervention program for students needing further reinforcement of reading and writing skills was collaboratively designed by school system and college staff. Approaches for offering the program to students during the school year are under discussion. Possibilities include offerings as a voluntary after-school program or as an eighth-period alternative.

Dr. Nunley reported that at MC, the key results reflect a similar pattern of increased academic accomplishment. MC sends more transfer students to the University of Maryland than any other community college in the state, produces 12 percent of all community college graduates statewide, and prepares transfer students for universities who earn grade point averages and retention rates comparable to selectively admitted four-year college students.

All of this progress at both MCPS and MC has been made within a context of a diverse and growing student enrollment for whom college attendance, especially at MC, has become the principal expectation, sometimes regardless of their course preparation. MC enrolls 25 percent of MCPS students immediately after graduation – the largest single college enrollment site for any group of MCPS graduates. Within one year of graduation, the enrollment of MCPS students at MC increases to 33 percent. At the same time, the percentage of MCPS graduates in MC developmental course instruction has declined in both mathematics and English. According to the most recent available data from the Student Outcome and Achievement Report (SOAR) by the Maryland Higher Education Commission for 1994 to 1995, the percentage of students in such courses declined from 44 percent to 34 percent in mathematics and 26 percent to 16 percent in English, while increasing from 22 percent to 29 percent in reading.

The joint planning efforts are also continuing regarding English, mathematics, social studies, and special education instruction and articulation between the two institutions. Efforts are underway between the English and reading coordinators of the school system and staff members from the college's Department of English to establish an English program equivalent of the very successful double-period Algebra program in our high schools. In addition, English interdisciplinary resource teachers and high school resource

teachers have been reviewing the MC English curriculum and focusing on the reading and writing instructional needs of students entering the college. Middle and high school resource teachers in mathematics have begun work with the acting dean of the Mathematics Department at MC's Rockville Campus to review placement criteria, the alignment of curriculum between the school system and the college, and the use of high school assessments. MC staff also have been involved with MCPS staff in learning about school system curriculum initiatives and the Maryland State Department of Education mathematics bridge goals (that reflect the Maryland Core Learning Goals in mathematics and prepare students for entry-level, general education mathematics courses at Maryland colleges and universities).

In social studies, high school resource teachers have joined college staff, particularly the chairperson of the History Department at the Rockville Campus, in training on advanced placement in history with the goal of implementing collaborative programs that permit students to earn college credit during their high school careers. Secondary special education resource teachers are working on activities to improve student participation in programs and services available to students with disabilities at MC. Plans are also underway for MCPS staff to do training with the instructional staff at the college during MC's upcoming October professional development activity. Teaching staff from both institutions will be invited to participate in each other's staff development activities. MC staff will continue to participate in resource teacher meetings during the school year, and instructional subject committees will continue to examine specific issues related to curriculum and instruction.

Staff members from the MC Assessment Center responsible for coordinating the administration of the PASS Pilot Project and school system staff are initiating new implementation plans this year, based on a review of last year's test administration. Joint meetings to plan the logistical details for extending the pilot to other high schools in Montgomery County are planned.

Mrs. Gordon stated that priorities of the MCPS and MC initiative are also being discussed at the state level. At the state level, higher education is buying into the high school improvement initiative, and, if students pass an assessment, the students will be guaranteed placement in particular courses or exemptions for some courses, among other things. There has been a lot of talk about the seamless K-16 program. She was curious where MC views itself fitting into that scenario and if there are enough consistencies across the state with both community colleges and four-year institutions to be able to make that seamless K-16 all the way through. Higher education appears to be a driving force for this concept. Dr. Nunley replied that she sits on the K-16 Workgroup, and they are looking at the feasibility of Educational Testing Services (ETS) designing appropriate placement tests as certification of competency. She thought it would be a long time before implementation of any sort would take place since there would be changes, reviews, and

screenings.

Mrs. Gordon hoped that would be communicated at the state level because what is being announced is that there is buy-in on the part of every public institution in the state of Maryland. She was not sure that there is a full understanding of what that buy-in is, and she hoped as this initiative moves forward and as MCPS and MC continue to partner that that is clearly communicated. Dr. Nunley agreed and noted that the state refers to the initiative as a model.

Ms. Wheat asked Dr. Nunley to expand on the testing in tenth and twelfth grade, and what that would provide? Dr. Nunley replied that in the tenth grade these tests are made available to any student. In taking the test, the student can see for themselves whether they are on the right level of math, reading, and English in order to be college-ready when they graduate from MCPS. Some students might find they are already college ready due to accelerated programs; others will find they have the right courses and are doing the right level of work; and others may find that they are behind what they need to be college ready. Those students need added help to improve their skills so that when they graduate, they will not need to take developmental courses at MC. The twelfth grade is different because the students can take the test even though they are not planning on going to MC. How they do on the test will tell them how they will place at other colleges, and it gives them experience with assessment testing.

Ms. Gutiérrez congratulated those involved in the effort between MCPS and MC. She asked for copies of the slides that were used in the presentation on the Update on the Partnership Between Montgomery County Public Schools and Montgomery College. There is reference to the change in the profile diversity, but has MCPS and MC looked at what that diversity means. Has there been a change in course offerings? Has there been a change in staff? Is there greater support staff at MC? She was particularly talking about ESOL students who have great difficulty making it through to MC. That K-16 seamlessness has to apply to all students and at all levels. MCPS and MC have very different cost models in that MC can recoup their costs. There could be some sharing of resources in educating these students since there is no need to have duplicative staff.

Mr. Ewing was interested in knowing what hypothesis staff has to explain the data that 20 to 30 percent of MCPS graduates who go to MC need remedial reading. Mrs. Gemberling responded that the SOAR data did not distinguish initially between graduates and immediate graduates. MCPS and MC wants to collaboratively look at the criteria that define readiness for reading at the college level, what are the expectations, and could those points be found much earlier in the high school career of the student.

Mr. Felton was pleased with the presentation on this extraordinary collaboration between MCPS and MC.

Re: REQUEST FOR STATE FUNDING OF MCPS NEEDS

On recommendation of the superintendent and on motion of Mrs. King seconded by Ms. Signer, the following resolution was placed on the table:

WHEREAS, The Governor of Maryland has indicated he plans to request additional funding for Prince George's County Public Schools of \$250 million to assist in the elimination of busing for racial balance; and

WHEREAS, The Governor also has stated that Montgomery County would need to identify its major educational needs that require additional state funding; and

WHEREAS, The Board of Education has requested that the superintendent develop a proposal for Board of Education action that contains a description of MCPS needs that should be funded by the state of Maryland; and

WHEREAS, The superintendent has developed a proposed list of needs for the Board of Education's consideration; now therefore be it

Resolved, That the Board of Education approve the following list of resource needs, as described in the superintendent's memorandum to the Board: enrollment growth, construction funding, class size reduction, targeted poverty aid, special education, English for Speakers of Other Languages programs, student behavioral services, transportation, and maintenance of facilities; and be it further

Resolved, That a copy of this resolution and list of needs that require additional state funding be submitted to the county executive, County Council, and the county legislative delegation and they be requested to join the Board of Education in approving a common list of resource needs for Montgomery County Public Schools to be submitted to the Governor.

Re: DISCUSSION

Mr. Ewing pointed out that when this item is transmitted to the county executive and County Council, the Board also should transmit the estimated magnitude of the costs. He asked about the issue of restoration by the state of the payment of Social Security costs. Dr. Vance replied that the decision was made to mention it in the preamble. Dr. Spatz stated that the criteria for listed items were of particular help to Montgomery County, as opposed to others.

Dr. Cheung asked about technology since it was not listed as a need. Dr. Spatz replied that technology was an important area, but it needs to be looked at in the context that

MCPS is getting assistance from the county, especially for the Year 2000 problem. Mr. Bowers added that when the process started, there was an extensive list of items and technology was certainly one of them. Staff tried to work collaboratively with the county executive and the legislators to put a packet together that makes sense for Montgomery County, so that there was no compelling argument why Montgomery County was different. The primary criteria for seeking funding was what made Montgomery County different from other jurisdictions and give reasons to fund some or all of the projects.

Mrs. Gordon asked about school construction funding and the large spread between \$40-75 million. A couple of years ago when the county executive was trying to make an initial demonstration of need for construction funding, the school system worked with him to identify all the needs, not just those in the CIP. She was curious what the \$40-75 million includes. Mr. Bowers replied that staff was focusing on FY 99 with the list and \$40 million is the amount being discussed with the county executive. The \$75 million is the current estimate of what will be in the state budget based on the FY 99 budget with projects that have been approved for the FY 99 budget.

Mrs. Gordon was not sure why staff was focusing on FY 99. Part of this request comes out of the need for jurisdictions that were being addressed outside of the normal funding at the state level. While the appropriations are not one year at a time, there is a plan to fund in Baltimore City's and Prince George's County's multi-year initiatives. Perhaps, if the school system focuses on FY 99 with the implications of a multi-year initiative at least as long as there are discussions with the county executive, County Council, and delegation, it will not be seen as a one time only request. Mr. Bowers anticipated that all the items, other than school construction, would be funded for at least five years. There will be ongoing costs such as enrollment figures, target-poverty grant, etc. The buses could be funded over six years or one time. By and large, most of the needs are viewed as being in the budget and need state funding.

Mrs. Gordon pointed out that the school system needs to be very clear about MCPS' needs. This information is being shared with those who will seek the funding; therefore, the school system should be very clear what items are short-term, long-term, and those that will need additional funding year after year. She would follow up with the things that were not included after the debate, and they ought to be on the table with the county executive, County Council, and delegation. This request should be as broad as possible for the local discussion with the understanding that there may be some narrowing as the request goes forward.

Re: **A FRIENDLY AMENDMENT TO THE REQUEST FOR
STATE FUNDING OF MCPS NEEDS**

On motion of Mr. Ewing and seconded by Ms. Gutiérrez, the following resolution was added as a friendly amendment and becomes the second *resolve*.

Resolved, That the attached list of estimates for the items listed in the Board-adopted memorandum are submitted as estimates of what the rough costs would be and the explanation that accompanies them indicates how the estimates were arrived at.

RESOLUTION NO. 586-97 Re: **AN AMENDMENT TO THE REQUEST FOR STATE FUNDING OF MCPS NEEDS**

On motion of Mr. Ewing and seconded by Ms. Gordon, the following resolution as amended by the second *resolve* above was adopted unanimously:

The first *resolve* should read as follows:

Resolved, That the Board of Education approve the following list of resource needs, as described in the superintendent's memorandum to the Board: enrollment growth, construction funding, class size reduction, targeted poverty aid, special education, English for Speakers of Other Languages programs, student behavioral services, **social security payment for teachers, technology**, transportation, and maintenance of facilities.

Re: **DISCUSSION**

Ms. Gutiérrez wanted to remove money for the English for Speakers of Other Languages (ESOL) from the state funding list. The truth is that ESOL enrollment is reducing and will continue to reduce. What MCPS has done by having ESOL "carry the water" for the school system has been very damaging. ESOL students are looked upon as extras rather than as part of the MCPS. The school system needs to stop placing them as another reason to ask for more money. The case can no longer be made and should not be made because it separates the ESOL students as being different. She recommended that that part of the resolution be deleted.

Mr. Felton disagreed with Ms. Gutiérrez. The issue reflects a financial concern that the school system has and the Board has a responsibility to all students.

Dr. Cheung was confused by Ms. Gutiérrez' comments. The Board must seek funding for students with special needs.

RESOLUTION NO. 587-97 Re: **AN AMENDMENT TO THE REQUEST FOR STATE FUNDING OF MCPS NEEDS**

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

The first *resolve* should read as follows:

Resolved, That the Board of Education approve the following list of resource needs, as described in the superintendent's memorandum to the Board: enrollment growth, construction funding, class size reduction, targeted poverty aid, special education, English for Speakers of Other Languages programs, student behavioral services, social security payment for teachers, technology, transportation, maintenance of facilities, **and capital and operating costs for the unification of Takoma Park.**

RESOLUTION NO. 588-97 Re: **REQUEST FOR STATE FUNDING OF MCPS NEEDS**

On recommendation of the superintendent and on motion of Mrs. King seconded by Ms. Signer, the following resolution as amended was adopted unanimously:

WHEREAS, The Governor of Maryland has indicated he plans to request additional funding for Prince George's County Public Schools of \$250 million to assist in the elimination of busing for racial balance; and

WHEREAS, The Governor also has stated that Montgomery County would need to identify its major educational needs that require additional state funding; and

WHEREAS, The Board of Education has requested that the superintendent develop a proposal for Board of Education action that contains a description of MCPS needs that should be funded by the state of Maryland; and

WHEREAS, The superintendent has developed a proposed list of needs for the Board of Education's consideration; now therefore be it

Resolved, That the Board of Education approve the following list of resource needs, as described in the superintendent's memorandum to the Board: enrollment growth, construction funding, class size reduction, targeted poverty aid, special education, English for Speakers of Other Languages programs, student behavioral services, social security payment for teachers, technology, transportation, maintenance of facilities, and capital and operating costs for the unification of Takoma Park; and be it further

Resolved, That the attached list of estimates for the items listed in the Board-adopted memorandum are submitted as estimates of what the rough costs would be and the explanation that accompanies them indicates how the estimates were arrived at; and be it further

Resolved, That a copy of this resolution and list of needs that require additional state funding be submitted to the county executive, County Council, and the county legislative delegation and they be requested to join the Board of Education in approving a common list of resource needs for Montgomery County Public Schools to be submitted to the Governor.

Re: BOARD/SUPERINTENDENT COMMENTS

Mr. Ewing noted for the Board, executive staff, and the public that on Friday, September 26, 1997, there will be a retreat on the long range and strategic plan for the school system. In addition, there is a *Wall Street Journal* article on public opinion pointing out that for the first time since the *Journal* and ABC have been polling, the top public policy issue in America is education and is well ahead of the economy, crime, and the budget deficit. The school system should take this as an indication that there is a desire to focus more resources and attention on education.

Mrs. King reported that she made a presentation this past week to the SERT program. People in MCPS schools shut off lights and save energy in other ways. This small effort pays off with actual dollars; for example, Watkins Mill High School got a check for \$9,700. She congratulated Mr. Stukes for an outstanding program.

Ms. Gutiérrez thanked the superintendent of schools for hosting and permitting the Hispanic Festival to have its celebration on the CESC property.

Mr. Felton mentioned that the *Montgomery Times* published an outstanding guide for parents on how to be more effective working with the school system. He congratulated them for a job well done.

RESOLUTION NO. 589-97**Re: CLOSED SESSION RESOLUTION**

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

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 sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Tuesday, October 7, 1997, from 8:30 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss personnel matters and other matters protected from public disclosure by law, to review and adjudicate appeals, and to address other issues including consultation with counsel to obtain legal advice; and be it further

Resolved, That these meetings be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and Section 10-508 of the State Government Article; and be it further

Resolved, That such meeting shall continue in closed session until the completion of business.

Re: REPORT OF CLOSED SESSION

On August 25, 1997, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on September 9, 1997, as permitted under § 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 September 9, 1997, from 8:06 to 10:03 a.m. and 11:30 a.m. to 1:40 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, planning for negotiations, and legal matters with its attorney. The Board reviewed and adjudicated Appeal No. 1997-17, Appeal No. 1997-20, Appeal No. 1997-24, Appeal No. T-1997-14, Appeal No. T-1997-15, Appeal No. T-1997-16, Appeal No. T-1997-18, Appeal No. T-1997-19, Appeal No. T-1997-20, Appeal No. T-1997-23, Appeal No. T-1997-24, Appeal No. T-1997-25, Appeal No. T-1997-26, Appeal No. T-1997-28, Appeal No. T-1997-32 Appeal No. T-1997-33, Appeal No. T-1997-35, Appeal No. T-1997-36, Appeal No. T-1997-38, Appeal No. T-1997-39, Appeal No. T-1997-40, Appeal No. T-1997-42, Appeal No. T-1997-43, Appeal No. T-1997-45, Appeal No. T-1997-46, Appeal No. T-1997-48, Appeal No. T-1997-50, Appeal No. T-1997-54, Appeal No. T-1997-55, Appeal No. T-1997-63, and Appeal No. T-1997-64.

In attendance at part or all of the closed sessions were: Elizabeth Arons, Larry Bowers, Alan Cheung, Blair Ewing, David Fischer, Reggie Felton, Ed Frantz, Katheryn Gemberling, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, Don Kopp, George Margolies, Brian Porter, Tom Reinhert, Glenda Rose, Ruby Rubens, Steven Seleznow, Mona Signer, Mary Helen Smith, Roger Titus, Paul Vance, and Debbie Wheat.

RESOLUTION NO. 590-97

Re: BOARD APPEAL NO. T-1997-51

On motion of Mrs. King and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-1997-51, a student transfer matter, reflective of the following vote: Dr. Cheung, Mr. Ewing, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm.

RESOLUTION NO. 591-97 Re: BOARD APPEAL NO. T-1997-64

On motion of Mrs. King and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-1997-64, a student transfer matter, reflective of the following vote: Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Dr. Cheung, Mr. Ewing, and Mr. Felton voting to reverse.

RESOLUTION NO. 592-97 Re: BOARD APPEAL NO. T-1997-68

On motion of Mrs. King and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-1997-68, a student transfer matter, reflective of the following vote: Mr. Ewing, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Dr. Cheung voting to reverse.

RESOLUTION NO. 593-97 Re: BOARD APPEAL NO. T-1997-69

On motion of Mrs. King and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-1997-69, a student transfer matter, reflective of the following vote: Dr. Cheung, Mr. Felton, Mrs. Gordon, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Mr. Ewing and Ms. Gutiérrez voting to reverse.

RESOLUTION NO. 594-97 Re: BOARD APPEAL NO. T-1997-70

On motion of Mrs. King and seconded by Mrs. Gordon, the following resolution was adopted:

Resolved, That the Board of Education adopt its Order in Appeal T-1997-70, a student transfer matter, reflective of the following vote: Mr. Ewing, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting to affirm; Dr. Cheung voting to reverse.

Re: **EDUCATIONAL PROGRAMS FOR STUDENT WITH
DISABILITIES**

On motion of Mr. Ewing and seconded by Dr. Cheung the following resolution was placed on the table:

WHEREAS, The Board of Education approved over the last several years many changes in the structure, staffing, budget, and operations of educational programs for students with disabilities; and

WHEREAS, The impact of these changes on the education of students and the ability of teachers in these programs to be effective is not fully known; now therefore be it

Resolved, That the Board of Education directs the superintendent of schools to provide to the Board data showing the impact on students and teachers of the changes made over the past six years (1991-1997) in the structure, staffing, budget, and operations of educational programs for students with disabilities; and be it further

Resolved, That the superintendent provide these data to appropriate advisory groups and to advocacy groups, asking them for their views of the data, and for their recommendations, if any, to the Board, based on the data; and be it further

Resolved, That the superintendent provide these views and recommendations to the Board of Education, together with his recommendations for any future actions; and be it further

Resolved, That the Board of Education schedule time for discussion and action on these issues.

Re: **DISCUSSION**

Mr. Ewing stated that there have been many changes in the structure, staffing, budget, and operations of educational programs for students with disabilities. The impact of those changes on the education of students is not fully understood. The intent of this motion was to ask the superintendent to bring to the Board available data showing the impact on students in those four areas.

Mrs. Gordon asked if Mr. Ewing was talking about student achievement? Mr. Ewing responded that he was talking about impact on the education of students which is broader than student achievement. What is it that the school system has done and what impact have those changes made on the way in which the school system delivers educational

programs for students with disabilities?

Ms. Gutiérrez thought that good use of such data would be for the school system to make a much better case of the increasing costs in special education. The maintenance of effort formula never considers that special education has a completely different set of cost factors. This data could help MCPS budget better for the needs of disabled children.

Ms. Signer had concerns about how this request might potentially duplicate the work of the budget review groups that the school system has had over the past few years as well as the advisory committees. She asked the superintendent what data he might make available to the Board that is not already available to the Board and/or the budget review committees and advisory groups. Dr. Vance responded that staff would examine the available data, but there would be areas where staff would have to analyze data and organize it for the Board so that it would be useful.

Mr. Ewing said the school system has never presented a complete picture of what has happened as a result of recent actions. The school system has made truly massive changes in the way special education has been funded, organized, staffed, and operated. It is incumbent upon the Board to know what the impact of those changes has been. The budget review committees' task is to focus on the issue of adequate or excess resources, and whether there are tradeoffs to be made.

Mr. Felton thought the resolution was important, and the Board understands the impact of educational programs on students with disabilities. However, the request should be tailored and the superintendent should be given more flexibility in the initial review since this resolution suggests a study that would have cost and staff implications. He would prefer to direct the superintendent to provide an overview to address the issue, but not tie him to a detailed study.

Mrs. Gordon agreed with Mr. Felton. She did not have a problem with reviewing the changes that the school system has made to see whether they have been effective. She was not sure that is what the resolution stated. She had a problem with the superintendent providing the data to everyone without any opportunity for discussion and explanation. She was uncomfortable with the expansiveness of the resolution.

**Re: POSTPONEMENT OF EDUCATIONAL PROGRAMS
FOR STUDENT WITH DISABILITIES**

On motion of Mr. Ewing and seconded by Dr. Cheung, the following motion failed with Dr. Cheung, Mr. Ewing, Mr. Felton, and Ms. Gutiérrez voting in the affirmative; Mrs. King, Mrs. Gordon, and Ms. Signer voting in the negative; Ms. Wheat abstaining:

Resolved, That the Board of Education postpone this resolution and the superintendent

of schools makes recommendations on how this might be restructured so that it met the concerns of Board members.

Re: **EDUCATIONAL PROGRAMS FOR STUDENT WITH DISABILITIES**

On motion of Mr. Ewing and seconded by Dr. Cheung the following resolution failed with Dr. Cheung, Mr. Ewing and Ms. Gutiérrez voting in the affirmative; Mr. Felton, Mrs. Gordon, Mrs. King, Ms. Signer, and Ms. Wheat voting in the negative:

WHEREAS, The Board of Education approved over the last several years many changes in the structure, staffing, budget, and operations of educational programs for students with disabilities; and

WHEREAS, The impact of these changes on the education of students and the ability of teachers in these programs to be effective is not fully known; now therefore be it

Resolved, That the Board of Education directs the superintendent of schools to provide to the Board data showing the impact on students and teachers of the changes made over the past six years (1991-1997) in the structure, staffing, budget, and operations of educational programs for students with disabilities; and be it further

Resolved, That the superintendent provide these data to appropriate advisory groups and to advocacy groups, asking them for their views of the data, and for their recommendations, if any, to the Board, based on the data; and be it further

Resolved, That the superintendent provide these views and recommendations to the Board of Education, together with his recommendations for any future actions; and be it further

Resolved, That the Board of Education schedule time for discussion and action on these issues.

Re: **NEW BUSINESS**

There were no new business items.

RESOLUTION NO. 595-97

Re: **ADJOURNMENT**

On recommendation of the superintendent and on motion of Mrs. King and seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education adjourn its meeting of September 22, 1997, at 11:30 p.m.

PRESIDENT

SECRETARY

PLV:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

September 22, 1997

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