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organization to be exclusive representative for these negotiations; and

WHEREAS, Said negotiations and mediation in good faith have occurred, as directed by law, over the past several months; and

WHEREAS, The Agreement has been duly ratified by the membership of the Montgomery County Association of Administrative and Supervisory Personnel; now therefore be it

RESOLVED, That the Board of Education approve the Agreement for the period of July 1, 1991, through June 30, 1994; and be it further

RESOLVED, That the president of the Board of Education be authorized to sign the Agreement which will be implemented by the Board on July 1, 1991.

*For the record, Mrs. DiFonzo stated that she did not support the agreement because she had every reason to believe that the process had been compromised.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

- 1. Allen Prettyman
- 2. Debbie Lyons, PISCES

RESOLUTION NO. 439-91 Re: PROCUREMENT CONTRACTS MORE THAN \$25,000

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

WHEREAS, Funds have been budgeted for the purchase of equipment, supplies, and contractual services; now therefore be it

RESOLVED, That having been duly advertised, the following contracts be awarded to the low bidders meeting specifications as shown for the bids as follows:

130-90	Air Conditioning and Temperature Control Services Contract - Extension	
	AWARDEES	
	Boland Services, Inc.	\$ 33,115
	Carrier Building Systems and Services	13,505
	Combustioneer Corporation	14,970
	Trane, Baltimore Sales District	6,912

	Total	\$ 68,502

116-91	Microscopes		
	AWARDEES		
	Ace Scientific	\$	725
	Associated Microscopes, Inc.		3,170
	Benz Microscope Optics Center		32,647
	Fisher Scientific Company		6,225
	Ken-A-Vision Manufacturing Company, Inc.		4,900
	Parco Scientific Company		4,750*

	Total	\$	52,417
125-91	Musical Instruments		
	AWARDEES		
	Drums Unlimited, Inc.	\$	816
	Gamble Music Company		30
	Humes and Berg Manufacturing Company, Inc.		1,937
	Ideal Music Company		1,550
	National Educational Music Company, Ltd.		1,023
	Northeast Music, Inc.		14,587
	Ralon Music Company		3,863*
	Washington Music Sales Center, Inc.		34,849
	Steve Weiss Music		31,336
	Wenger Corporation		1,196
	Wrights Music Shed		2,195

	Total	\$	93,382
130-91	Guard Service for the Division of Transportation Depots		
	AWARDEE		
	Abacus Corporation	\$	106,243
136-91	Vinyl Floor Tile		
	AWARDEES		
	Bode Flooring Corporation	\$	292
	The Carpet Warehouse		5,315
	Clevenger Corporation		156
	Hudson Supply and Equipment Company		24,815*
	King Carpet		854*

	Total	\$	31,432
148-91	Scan Forms		
	AWARDEES		
	National Computer Systems	\$	20,449
	Scantron Corporation		9,342

	Total	\$	29,791
150-91	Instructional Microcomputer Equipment		
	AWARDEE		

RESOLUTION NO. 441-91 Re: AWARD OF CONTRACT - DAMASCUS
ELEMENTARY SCHOOL #6

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

WHEREAS, Bids were received on May 9, for the construction of the new Damascus Elementary School #6 as follows:

BIDDER	BID AMOUNT
1. Hess Construction Company, Inc.	\$4,301,197
2. Falls Church Construction Corporation	4,302,900
3. Coakley & Williams Construction Co., Inc.	4,377,100
4. The McAlister-Schwartz Co.	4,394,981
5. Dustin Construction, Inc.	4,402,300
6. Waynesboro Construction, Inc.	4,410,500
7. Foulger Pratt Construction, Inc.	4,419,500
8. Columbia Construction Co., Inc.	4,422,000
9. Triangle General Contractors, Inc.	4,472,000
10. E. H. Glover, Inc.	4,478,900
11. Glen Construction Company, Inc.	4,482,300
12. V. F. Pavone Construction Company	4,496,500
13. The Gassman Corporation	4,517,000
14. Henley Construction Co., Inc.	4,535,500
15. The H. A. Harris Company, Inc.	4,704,700
16. Northwood Contractors, Inc.	5,081,000

and

WHEREAS, The low bidder, Hess Construction Company, Inc., has successfully completed similar projects for Montgomery County Public Schools; and

WHEREAS, The low bid is below the staff estimate of \$5,100,000; now therefore be it

RESOLVED, That a \$4,301,197 contract be awarded to Hess Construction Company, Inc., for the construction of the new Damascus Elementary School #6, in accordance with plans and specifications prepared by Smolen/Rushing + Associates, Inc., Architects.

RESOLUTION NO. 442-91 Re: AWARD OF CONTRACT - SUMMIT HALL
ELEMENTARY SCHOOL

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

May 28, 1991

WHEREAS, The following bids were received on April 23, 1991, for the addition and interior modifications at Summit Hall Elementary School:

BIDDER	AMOUNT
Smith & Haines, Inc.	\$1,595,600
Edmar Construction Co., Inc.	1,697,600
Caldwell & Santmyer, Inc.	1,706,600
Henley Construction Co. Inc.	1,728,900
The McAlister-Schwartz Co.	1,732,115
Bildon, Inc.	1,742,000
Hess Construction Co., Inc.	1,743,700
Thurman Company	1,758,000
Fredericksburg Construction Co., Inc.	1,760,000
Dustin Construction, Inc.	1,769,000
Ronald Hsu Construction Co., Inc.	1,782,600
V. F. Pavone Construction Co.	1,786,635
722 Construction Corp.	1,835,444
Keller Brothers, Inc.	1,845,070
Northwood Contractors, Inc.	1,892,000
Sabre Construction Corp.	1,911,140
Kettler Brothers Construc. Co., Inc.	1,957,125
Triangle General Contractors, Inc.	1,964,000
Heritage Builders, Inc.	1,978,500
R. J. Crowley, Inc.	1,996,900

and

WHEREAS, The low bidder, Smith & Haines, Inc., has successfully completed work for Montgomery County Public Schools; now therefore be it

RESOLVED, That a \$1,595,600 contract be awarded to Smith & Haines, Inc., for the construction of an addition and some core improvements to Summit Hall Elementary School, in accordance with plans and specifications prepared by Murray & Associates, Architects.

RESOLUTION NO. 443-91 Re: AWARD OF CONTRACT - FAIRLAND
ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on April 11, 1991, for the construction of the new Fairland Elementary School:

May 28, 1991

BIDDER	AMOUNT
1. Columbia Construction Company, Inc.	\$4,974,000
2. The Gassman Corp.	4,997,000
3. Dustin Construction, Inc.	5,023,000
4. The McAlister-Schwartz Co.	5,030,000
5. Hess Construction Company	5,039,000
6. Triangle General Contractors, Inc.	5,074,000
7. V. F. Pavone Construction Company	5,083,500
8. Glen Construction Company, Inc.	5,088,300
9. Northwood Contractors, Inc.	5,089,000
10. Henley Construction Co., Inc.	5,144,000
11. Thurman Company	5,167,000
12. S. B. Construction Co., Inc.	5,191,000
13. Sabre Construction Corporation	5,196,000
14. Ronald Hsu Construction Co., Inc.	5,268,700

and

WHEREAS, The low bidder, Columbia Construction Company, Inc., has successfully completed similar projects for Montgomery County Public Schools; and

WHEREAS, The low bid is below the staff estimate of \$5,000,000; now therefore be it

RESOLVED, That a \$4,974,000 contract be awarded to Columbia Construction Co., Inc., for the construction of the new Fairland Elementary School, in accordance with plans and specifications prepared by Grimm & Parker, Architects.

RESOLUTION NO. 444-91 Re: REROOFING - DAMASCUS ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on May 14, 1991, for the reroofing at Damascus Elementary School which will begin on June 20, 1991, and be completed by August 15, 1991:

BIDDER	AMOUNT
1. R. D. Bean, Inc.	\$180,825
2. Virginia Roofing Corporation	184,789
3. Orndorff & Spaid, Inc.	193,254
4. Korb Roofers, Inc.	207,457
5. J. E. Wood & Sons, Inc.	247,080

and

WHEREAS, The project bonding company, The Aetna Casualty and Surety Company, has consented to this reduction; and

WHEREAS, The project architect, John S. Samperton Associations, recommended this request for reduction be approved; now therefore be it

RESOLVED, That the 10 percent retainage withheld from periodic payments to S. B. Construction Co., Inc., general contractor for Beall Elementary 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. 447-91 Re: CHANGE ORDER FOR VIERS MILL
ELEMENTARY SCHOOL

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

WHEREAS, The County Council appropriated funds for day care space as part of the Viers Mill Elementary School modernization project; and

WHEREAS, Staff and the project architect have negotiated a cost proposal with the contractor to provide modifications that are needed for the day care operation; now therefore be it

RESOLVED, That a \$49,355.83 change order to the contract with Columbia Construction Co., Inc., for the modernization of Viers Mill Elementary School be approved.

RESOLUTION NO. 448-91 Re: NAME FOR NEW SPRINGBROOK ELEMENTARY
SCHOOL #8

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

WHEREAS, A committee of community members, representing every section of the Springbrook Elementary School #8 attendance area, met in May, 1991, to select a name for the new Springbrook Elementary School #8, in accordance with MCPS Policy FFA, POLICY ON NAMING SCHOOLS, and the codicil to that policy, adopted April 17, 1990, requiring that schools be named for women or minorities; and

WHEREAS, The names of distinguished women and minorities were considered, and a vote was taken to determine the favored name; now therefore be it

RESOLVED, That the new Springbrook Elementary School #8 officially be named the Dr. Charles R. Drew Elementary School.

RESOLUTION NO. 449-91 Re: GRANT OF RIGHT-OF-WAY AND QUITCLAIM
DEED TO WASHINGTON SUBURBAN
SANITARY COMMISSION AT THE BRIGGS
CHANNEY MIDDLE SCHOOL

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

WHEREAS, The Washington Suburban Sanitary Commission (WSSC) proposes to install a water main and fire hydrant and appurtenances to provide adequate fire protection for Briggs Chaney Middle School; and

WHEREAS, The proposed grant of right-of-way of 18,679.8 square feet, with an adjacent 10-foot-wide temporary construction strip and a proposed grant of 800 square feet in the form of a quitclaim deed, will not adversely affect any land anticipated to be utilized for school purposes and would benefit the school community; and

WHEREAS, All construction, restoration, and future maintenance will be at no cost to the Board of Education, with WSSC and its contractors assuming liability for all damages or injury; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a right-of-way agreement and quitclaim deed with the Washington Suburban Sanitary Commission for the land required to install a water main and fire hydrant and appurtenances on the Briggs Chaney Middle School site.

RESOLUTION NO. 450-91 Re: GRANT OF DEED AND PERPETUAL STORM
DRAINAGE EASEMENT AND RIGHT-OF-WAY
TO THE COMMISSIONERS OF POOLESVILLE
AT POOLESVILLE ELEMENTARY SCHOOL

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

WHEREAS, The Commissioners of Poolesville are planning improvements to Cattail Road that will require a public dedication of 1,283 square feet of land from the Poolesville Elementary School site; and

WHEREAS, Final design and construction of Cattail Road includes creation of a perpetual storm drainage easement and right-of-way on 537 square feet of land; and

1	Administration	\$6,481
10	Fixed Charges	519

	Total	\$7,000

and be it further

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

RESOLUTION NO. 453-91 Re: ACADEMIC LEAVE

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

RESOLVED, That the following personnel be granted academic leave for the period indicated:

Boyd, Valerie
 Drama Teacher
 Connecticut Park Center
 Years of Service in Montgomery County -- 7
 Period of Leave -- August 27, 1991, through June 19, 1992
 Attend University of Maryland to pursue a Master's in Library and Information Services

Greene, Betty E.
 Head Start Instructional Assistant
 Bells Mill Elementary School
 Years of Service in Montgomery County -- 14.5
 Period of Leave -- August 27, 1991, through December 31, 1991
 To complete Supervised Student Teaching in Early Childhood Education for Bachelor of Arts degree at Trinity College

Jackson, Mary A.
 Art Teacher
 Harmony Hills Elementary School
 Years of Service in Montgomery County -- 10.5
 Period of Leave -- August 27, 1991, through June 19, 1992
 Attend University of Maryland to pursue a Ph.D. in Administration and Supervision

Parker, Kevin M.
 Analyst/Programmer
 Department of Management Information and Computer Services
 Years of Service in Montgomery County -- 14.8
 Period of Leave -- July 1, 1991, through June 30, 1992
 Attend University of Maryland to pursue a Master of Education degree in Elementary Education

Price, Stella H.
 Classroom Teacher
 Redland Middle School
 Years of Service in Montgomery County-- 18
 Period of Leave -- February 1, 1992, through June 19, 1992
 Attend The Johns Hopkins University to pursue a Master of Science
 in Education in the field of School Counseling and Guidance

Salitrik, Dedra H.
 English Teacher
 Seneca Valley High School
 Years of Service in Montgomery County -- 14.8
 Period of Leave -- August 27, 1991, through June 19, 1992
 Attend Western Maryland College to pursue a Master's in Counselor
 Education

Sullivan, Nancy
 English Teacher
 Rockville High School
 Years of Service in Montgomery County -- 17
 Period of Leave -- August 27, 1991, through June 19, 1992
 Attend University of Massachusetts in Boston to pursue a Master's
 in Critical and Creative Thinking.

RESOLUTION NO. 454-91 Re: PERSONNEL TRANSFER

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

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Ben G. Ellis, Jr.	Principal Jackson Road ES	Principal Waters Landing ES Effective: 7-1-91

RESOLUTION NO. 455-91 Re: DEATH OF WILLARD G. McGRAW, FORMER
 PRESIDENT OF THE MONTGOMERY COUNTY
 BOARD OF EDUCATION

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

WHEREAS, The death on May 23, 1991, of Mr. Willard Graves McGraw,
 former president of the Montgomery County Board of Education, has
 deeply saddened the staff and members of the Board of Education;
 and

WHEREAS, Mr. McGraw served with distinction on the Board of Education from June 22, 1953, to February 9, 1960, during a time of great change in the public schools; and

WHEREAS, In 1954, Mr. McGraw and two other Board members served on a committee of 19 with the superintendent of schools to develop a desegregation plan for the Montgomery County Public Schools which ultimately resulted in the timely and peaceful integration of the public schools; and

WHEREAS, Under Mr. McGraw's leadership the Board's plan for desegregation of the schools included the integration of teachers and staff and contained the beginnings of an equal employment opportunity for all employees by stating "employment and placement of all personnel shall be based on relative merit, established by professional qualifications"; and

WHEREAS, After leaving the Board of Education, Mr. McGraw continued his distinguished career of volunteerism and community leadership; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mr. Willard G. McGraw 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. McGraw's family.

Re: PLAN FOR IMPROVEMENT OF MINORITY
EDUCATION ACHIEVEMENT

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

WHEREAS, In June, 1989, the Board of Education conducted a public hearing in response to community concerns over declining achievement among some minority student groups; and

WHEREAS, In December, 1989, the Board of Education, on recommendation of the superintendent of schools, employed Dr. Edmund W. Gordon to study minority educational achievement in the Montgomery County Public Schools; and

WHEREAS, On November 28, 1990, Dr. Gordon presented his findings and recommendations in a report entitled, "IF NOT HERE, WHERE? IF NOT NOW, WHEN? A STUDY OF MINORITY STUDENT ACHIEVEMENT IN MONTGOMERY COUNTY PUBLIC SCHOOLS," and

WHEREAS, The members of the Board of Education met with Dr. Gordon and members of the Advisory Committee on Minority Student Education in a series of worksessions and forums in February, March, and April of 1991; and

WHEREAS, On May 7, 1991, the Board's Subcommittee on Minority Student Achievement prepared and proposed a plan for establishing the framework for a system-wide, structured approach toward improving the achievement of minority students based on seven achievement improvement goals developed and approved by the full Board; and

WHEREAS, On May 23, 1991, the Board of Education conducted a public hearing on the proposed plan; now therefore be it

RESOLVED, That the members of the Board of Education approve the revised version of its Subcommittee's PLAN FOR IMPROVEMENT OF MINORITY EDUCATIONAL ACHIEVEMENT and the Seven Achievement Goals, also as revised; and be it further

RESOLVED, That the superintendent of schools shall prepare a Comprehensive Implementation Plan to include: appropriate new or revised MCPS policy proposals, appropriate strategies, programs, and administrative procedures required to support the Board's Plan; implementation priorities, schedules and budgetary allocations and/or re-allocations; and be it further

RESOLVED, That the Board of Education will consider and vote on each recommendation proposed by the superintendent of schools.

MONTGOMERY COUNTY PUBLIC SCHOOLS

PLAN FOR IMPROVEMENT OF MINORITY EDUCATIONAL ACHIEVEMENT

1.0 INTRODUCTION

1.1 Purpose

The purpose of this plan is to establish the framework for a system-wide, structured approach toward improving the achievement of minority students in the Montgomery County Public Schools.

It is the firm expectation of the Board of Education that the actions taken under the aegis of this plan will help all students improve their performance.

The plan is intended to bring about many kinds of changes. The first and most significant is the perception of what the school system is to do. This system of public education needs to develop a greater capacity to deliver quality educational services to a student body that has become increasingly diverse ethnically, racially, linguistically, socially, and economically, and more pluralistic in its characteristics and values.

The plan also addresses the need for changes that MCPS staff

must make in their expectations for students, in educational services, in students' attitudes toward learning, in the nature and extent of the role of parents in the education of their children, and in the way student progress is measured.

Finally, there must be a change in the approach to understanding student achievement in MCPS. It is essential to measure the nature and extent of what occurs when there are interventions in the learning process.

1.2 Scope

This plan focuses primarily on strategies to improve minority student achievement in response to parental and community concerns which have been voiced over the past years over falling minority student achievement. This plan specifically addresses the finding and recommendations for improving minority student achievement proposed by Dr. Edmund W. Gordon in his study of MCPS. The plan does not preclude concern for all students, nor does it mean that the plan will affect only minority students. On the contrary, the plan is founded on the belief that whatever effort is beneficial for the lowest achieving student, regardless of race, gender, or ethnic background, it is also beneficial for all students. Many of the long- and short-term initiatives the plan proposes will have great benefits for all students. The plan proposes changing the approach from addressing the minority student achievement gap by focusing on groups scores to promoting successful strategies for assuring individual student success.

The plan presents seven goals that the Board of Education adopted to guide MCPS in improving minority student achievement, and begins the process of proposing new or revised policies which are intended to commit the Board and the school system to actions necessary to accomplish these goals.

The list of policies, as well as the proposed list of short- and long-term initiatives, is not exhaustive. The Board is offering a plan which represents the first step toward full implementation of a wide range of efforts to improve minority student achievement. More initiatives are likely to follow, but only when there is a real chance of further success, based on objective evaluations, that present initiatives are working effectively.

The plan will evolve and grow in response to the evaluation of the actions and initiatives in the plan, as well as the public's view. There will be public reports on progress and public hearings when the Board is considering either changing course or adopting new policies or major actions.

2.0 THE DEVELOPMENT OF A VISION FOR MCPS: CONCEPTS AND PREMISES

The steps that have led the Board of Education to develop a plan for minority student achievement have made clear and urgent the need for a broad vision for the Montgomery County Public Schools. This vision must speak to the questions that many raise. Where is education headed in Montgomery County? What do we believe about ourselves as a community, about education's role in the community, about the ability of children to learn, the role of public education, and the obligation all of us have to provide for the needs of every child?

It is clear we need this vision to guide our efforts to ensure the success of minority children, and to give direction to the entire educational enterprise.

This plan is a major step toward development of that vision.

The Board of Education and MCPS, the community at large, parents and staff must collectively develop a larger, encompassing vision. In January, the Board committed itself to long-range educational planning and to the vision that must be part of such a plan. The completion of this vision must be a high priority matter for the very near future.

We believe that every child in the Montgomery County Public Schools has the capacity to learn and to be successful in school. The Board of Education and school system staff, working with parents and with the support of the community at large, have the responsibility to provide the environment, resources, guidance, instruction and programs needed to enable each child to be a successful and confident learner throughout life. That responsibility includes teaching each child to respect others, to appreciate cultural diversity, and become a productive citizen in our multicultural society.

Our belief that every child can learn is demonstrated by our commitment to provide equal access and opportunity for success for all students. Our focus must be the needs of the individual student without regard to group membership or status. Every staff member must accept responsibility and accountability for making sure that this commitment is fulfilled. The Board of Education must provide direction and resources through its policy decisions and budget priorities. We affirm our commitment to ensure opportunity, access and success for every child.

These concepts, in turn, are founded on a series of premises about education and the educational system in Montgomery County. These premises are briefly presented in the

paragraphs that follow.

- The first premise on which the plan is based is that academic performance levels can be increased substantially for all students. This requires that teachers and other staff have high expectations, have skills that they can use in teaching students of diverse backgrounds, and that the focus for intervention is the child.

All our measurement and virtually all our discussion to date has been on the mythical "average minority student."

Mythical, because the average is deceptive. It assumes that average test scores will be useful in planning interventions. While they may be useful in identifying whole classrooms or whole schools that appear to be in trouble, averages on tests do not offer help to those attempting to plan effective interventions.

- The public schools exist to teach children the general academic skills and knowledge they will need to function effectively as American citizens. One of the primary purposes of public education in MCPS should be to create a cohesive community, to transmit the culture of the society, to teach understanding and tolerance for difference, and to expose students to the differences in points of view, culture, ideas, and histories. This requires an approach to education that achieves a delicate balance: it makes certain that students are exposed to multiple cultures, while ensuring they learn about the culture of America and learn how to be successful in that culture.

- There needs to be a continuous improvement process, based on the proposition that there is always room for improvement in student achievement. This requires a strategic planning process and continuous monitoring and evaluation of student, teacher and school performance.

Measurement of performance should be based on the belief that all students can achieve academic and personal success.

Success would be defined as competence, and competence measured by selected multiple measures in a variety of settings, and should include adaptation to new and challenging situations that are presented to students. Maryland School Performance Data would need to be part of the measurement process, of course, but there must be other measures as well. There should be continuous review of promotion and withdrawal rates, suspension data, loss of credit totals, and success following high school, either in employment or further education.

- There must be a dedicated research and evaluation capability which focuses on the initiatives the Board takes.

The Board needs to be assured that the primary focus of research and evaluation undertaken is supportive and responsive to the Board's needs as the policy makers for the system.

- The schools must be engaged in intensive self-analysis to identify their needs as educational institutions. That will include training and development for individual staff. At the same time, the school system needs the capacity to assess and monitor school and staff performance, and to trigger through these assessments special technical assistance to teachers and schools. Finally, there must also be a capacity within the school system to ensure that training and development are available to staff to learn what is required in order to implement Board policies and initiatives effectively. There must be a flexible, well designed staff training and development capacity, focused on the priorities of the school system, closely tied to research, development and monitoring and to the technical assistance providers.

- The school system must cope with the need for changes in how we educate our diverse population while facing severe limits on resources. Because resources are limited, it is essential to phase in the proposed initiatives. Those schools with the greatest need should be chosen for earliest attention. It is likely that the Board of Education will need to spend three to four years on the tasks involved before evidence of change is solidly in place. Yearly updates and continuous feedback from the community and school staff will permit adjustments in the short term, as needed.

- The task of improving academic achievement is likely to be successful only if all those involved in student performance play responsible, active roles. That effort includes total staff, students, parents, business organizations, religious groups, community groups, and the community at large.

3.0 BACKGROUND: THE REASONS WHY THERE MUST BE A PLAN

Since 1983, the Board of Education and MCPS have sought to improve minority student achievement. The focus has been on closing the gap between minority student achievement and majority student achievement as measured by standardized tests. Individual schools developed plans which were monitored by area office staff. These plans varied in scope, depth, and implementation. While many good programs have been developed and many students have been helped by dedicated staff, overall minority student achievement, as measured by standardized test

scores, has not improved as desired.

In 1989, the Board of Education, following the superintendent's recommendation, employed an outside consultant, Dr. Edmund Gordon, to review progress and propose recommended actions that might result in measures likely to be more effective in achieving the goal.

The public schools of Montgomery County have been involved in a wide variety of efforts to improve different aspects of the education of minority students. These efforts were designed to address specific areas of concern in the education of minority students and to expand the involvement of their families in the total educational process. While these efforts are well intended, it appears the problem of underachievement in certain student groups remains. The school system attempted to resolve the issues involved with a generic response, targeting only minority achievement, as measured by a standardized test. The true problem is more complex and dynamic than was originally thought. The task facing MCPS is to develop the understanding and ability of its staff to face the growing heterogeneity and diversity of the community and student population. At the same time, an increasingly demanding county population holding pluralistic values and demanding successful outcomes for their children looks for improvement.

It must be fully understood by all, that everyone must accept responsibility for the educational process to be successful. Students, parents, staff, business communities, and religious organizations must share the responsibility of supporting, guiding and insisting on the best effort from each student to achieve excellence. Education is neither a one time nor a one person effort, but the sum of all the complex interaction and learnings a conscientious society can provide its young people.

To be successful in addressing the issues we have identified necessitates the involvement of the Board, superintendent, community representatives and staff, in an on-going cooperative dialogue on desired student outcomes and the purpose of public education.

It is necessary to focus on building a collegial environment involving total school staff, students, parents and the larger community to firmly establish the commitment to the philosophy and belief that all students will succeed, if we understand the needs, conditions, strategies and research methodology required to ensure the student's success.

The real task may reside in focusing the capacity of a system of education designed for one group, at a particular

point of time, to provide differentiated quality services to a diverse, pluralistic community. This is not a simple task. The many publics want the larger system to accommodate, attend to, and be sensitive to, their children's needs. In the current economy of very limited resources, it is critical that hard choices, based on agreed-upon priorities, be made by all.

Because the current Minority Achievement Plan utilized goals based on a norm-referenced, standardized test that is no longer being used, it must be replaced. MCPS professional staff recommends the use of multiple and different measures of achievement to be broader and more easily understood by our many communities.

A point made by Dr. Gordon, was that the aggregating of scores by minority status never addressed the individual student, but focused on the mythical "average minority student," rather than the separate individuals with substantially different needs. As stated in his report, "IF NOT HERE, WHERE? IF NOT NOW, WHEN?" A Study of Minority Achievement in MCPS,"

"The child becomes the locus for intervention; the school attempts to effect change in the child, rather than considering ways in which the school and classroom must be changed in order to provide access to equitable educational experiences for all children."

Thus the focus of the school system must change to reflect the needs of the individual student, and reflect the high expectations of success for all children, without regard to his/her ethnic group membership or socio-economic status. If this requires substantial change in the characteristics and services of the schools in regard to function, management, size or instructional strategies, structures must be put in place to assure that resources and data are available to the school and staff to meet the needs of the student.

4.0 MCPS MINORITY ACHIEVEMENT GOALS AND SUPPORTING POLICIES

4.1 GOAL ONE

MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT PERSONAL AND PROFESSIONAL BEHAVIOR OF ALL STAFF WILL REFLECT HIGH EXPECTATIONS OF ALL STUDENTS.

MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT THE

INSTRUCTIONAL BEHAVIOR AND SUPPORT FOR THE ACADEMIC DEVELOPMENT OF STUDENTS ARE SUFFICIENT TO MEET THE NEEDS OF THE STUDENT WITHIN THE PARAMETERS OF CURRENT KNOWLEDGE AND BUDGET.

Goal One addresses the need for positive staff attitudes and behavior toward minority students and their aspirations. It intends to establish a climate in which professional competence is judged by demonstrated ability to control biases to enable children to develop to their fullest potential. This goal necessitates the development of a plan and process as well as a reporting system to ensure that these changes occur and that the public schools and the Board of Education are apprised of progress.

4.1.1 Policy - Professional Competence

It shall be the policy of the Montgomery County Public Schools that all members of the staff will be held responsible for the consistent demonstration of professional competence whatever their position. Professional competence includes factors that entail the ability of professionals to adapt learning demands, experiences and materials for diverse human characteristics and social conditions to provide support for student achievement. Professional competence will include curriculum mastery and possession of a wide repertoire of differing instructional methods and techniques to be used with students. So far as this policy relates to services to the diverse population of students in the system, the criteria by which professional competence will be judged will include behaviors which are appropriate to and respectful of all students regardless of their backgrounds and needs.

4.1.2 Policy - On Staff Development

It shall be the policy of MCPS to make available technical assistance and/or further professional development to all staff who request or require it to be successful in achieving Goal One. When a staff person is assigned responsibilities for which the staff person feels unprepared to meet this criterion, it is the responsibility of that staff person to indicate his/her need for technical assistance or staff development to the principal or administrator in charge.

Supervisors will also have the responsibility for identifying those who need assistance and for recommending to them the type of training and development needed.

Staff development and training options should meet two levels of course requirements: those employees identify and

request, and those supervisors or Board policies require of its employees.

4.1.3 Policy - On Student Academic Expectations

MCPS expects that all students can demonstrate continuous progress in their academic development. This policy affirms the commitment of MCPS to assure that all students will graduate from high school. It is expected that class, gender, ethnicity, native language, and/or cultural preferences will not be considered as a basis for determining what a student can achieve.

4.2 GOAL TWO

TO BRING ABOUT CHANGE IN CHARACTERISTICS AND SERVICES OF THE SCHOOLS OF THE MONTGOMERY COUNTY SCHOOL SYSTEM TO MEET THE INDIVIDUAL EDUCATIONAL NEEDS OF ALL STUDENTS.

Goal Two addresses the need for changes in MCPS instructional processes that contribute to the delivery of effective educational services to each student. These processes include administrative management, curriculum, component size, student data management, staff development, resource availability and deployment, and other programs. The Board intends to establish a system-wide, well-coordinated and integrated framework within which improvements in minority student achievement will be planned, executed, monitored, and evaluated effectively and consistently.

School-based, student-focused, data information systems are critical to accomplish Goal Two. These systems establish the capacity to use student data essential to plan and manage appropriate programs of education for diverse populations. These promote an understanding of characteristics and needs of individual students to customize educational strategies, prescribe appropriate intervention programs, monitor placements and educational outcomes, and provide accountability baselines.

4.2.1 Policy - On Student Information System

MCPS will develop and implement an education information system at each school to support principals, administrators, and teachers for their use by providing greater access to information concerning their students, instructional materials, and other student achievement-related information. Each system must be capable of supporting analyses of local school variables such as resources,

staffing characteristics, curriculum, student characteristics, and educational measures.

This policy recognizes the need for implementing staff development and training programs regarding procedures for use of student data/information systems and effective interpretation of data to meet the needs of students.

Since this capacity is most critical to the effective intervention with students at risk of academic failure, MCPS shall prioritize the implementation of this capacity in the schools where the number of those students is the greatest. The policy ensures that schools serving significant numbers of at-risk students have in place a data management system to support effective implementation of the Board's priorities.

4.2.2 Policy - On Student Grouping

It shall be the policy of MCPS that any artificial grouping or selecting process which places students in situations where learning expectations and opportunities are automatically limited are not accepted. Academic expectations for students shall be identical, regardless of race, gender, ethnic or cultural background. MCPS will promote the flexible grouping of students in response to the nature of the specific learning tasks which must be mastered. Under such grouping, it should be the exception that all students would have all of his/her learning in the same level group. It is also expected that each child's placements would be subject to review during the year and that efforts would be made to make heterogeneous grouping the preference over homogeneous grouping.

Minority students should gain full access to all MCPS services. Full access shall be defined as equal entry, treatment, involvement, and transference. Equal opportunity for entry into programs includes being chosen for magnet school, gifted and talented, and honors programs. Fair treatment means being judged on things other than stereotypes or ethnic origin or the color of skin. Involvement shall mean involvement in extracurricular as well as academic activities. Finally, transference shall mean reaping benefits that lead to future success.

4.2.3 Policy - On Student Achievement Research and Development

MCPS will encourage and support a within-system research and development capability directed at the challenges posed for education by diversity of its student population and pluralism in the goals and standards toward which these

students strive. It shall be the policy of MCPS to create and implement a Student Academic Development Enhancement Program in each of the schools having 25% or more ethnic minority group students. Implementation can start with a small group of schools and expand as rapidly as feasible.

4.3

GOAL THREE

TO ENCOURAGE AND SUPPORT POSITIVE ATTITUDES AND BEHAVIORS AND THE ACTIVE INVOLVEMENT OF FAMILIES, PARENT SURROGATES, COMMUNITY MEMBERS AND AGENCIES IN IMPROVING THE EDUCATIONAL ACHIEVEMENT OF ALL STUDENTS.

Goal Three recognizes the fundamental importance of parents, family, and community as supporters and contributors to successful student learning and achievement and the consequent need for MCPS to develop more effective means to outreach into the home and community.

4.3.1 Policy - On Parent/Community Outreach

It shall be the policy of MCPS to encourage and support active involvement of parents, families, and communities in meeting the goals for improving individual student academic achievement. Successful parental outreach models, e.g. Head Start, should be used to develop community-based, person-mediated outreach programs.

Parent involvement includes more active participation in PTA organizations as well as direct, frequent, and meaningful communications between parents and teachers regarding early decisions made about their children's education and encouraging parents to fully participate in actions aimed at improving their children's academic performance. Recognizing the need to support parents who may benefit from additional tools to help their children succeed academically and/or from enhanced parenting skills, MCPS shall offer specialized training for parents and parent surrogates.

The Board will request the superintendent to convene a task force to develop an initiative to support this goal. The proposed task force will be constituted by representative families and selected MCPS staff from organizational units that provide services to minority students and their families. Recommendations to improve school/parent interchange should be solicited from the task force. Practices currently used in schools that are successful in promoting parent and community involvement will be collected and disseminated to all schools.

4.4

GOAL FOUR

TO PROMOTE AND REINFORCE DEVELOPMENT OF POSITIVE ATTITUDES AND BEHAVIORS OF ALL STUDENTS TOWARD ACADEMIC ACHIEVEMENT AND THEIR RESPONSIBILITY FOR IT.

Goal Four reinforces the belief that the manner in which a student views him/herself will have a direct and important bearing on success for that individual. MCPS recognizes that it has several significant roles in this arena including enhancing intentionally the student's views of him/herself as a learner and a worthwhile person and assisting students to achieve academic and personal competency.

By recognizing that some minority students need to be better informed about MCPS procedures and practices leading towards enhanced academic opportunities and successful educational outcomes, MCPS must take on a pro-active role in building upon students' socialization skills to better meet the demands of academic life and achievement.

4.4.1 Policy - On Student Attitudes and Behavior

MCPS will develop and implement a program model targeted to support students in their endeavor to access and acquire learning skills critical to their academic success. Students who are low achievers must be taught positive attitudes and behaviors if they are to acquire and then apply them effectively in their academic development.

The model should support the following desired outcomes: high self-esteem, processing skills (problem-solving, goal-setting, decision-making, communicating, accountability for behavior), independent learning, genuine concern for others, inquiry, critical thinking and mental cognitive functions as well as the cultivation of a sense of efficiency and effective use of self toward pro-social goals.

4.5

GOAL FIVE

TO ENCOURAGE AND SUPPORT CHANGES IN STUDENT PERCEPTIONS OF THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENT AND THE OPPORTUNITIES AND REWARDS AVAILABLE IN SOCIETY.

Goal Five addresses the need to view schools and education within a more current and larger community context as MCPS strives to prepare students to become capable contributors and active participants in our society. By recognizing the need for greater involvement in the successful outcomes of our educational systems, MCPS must focus on ensuring a more effective transition from school to work by considering standards of remuneration for work and patterns of

opportunity for all students who graduate from MCPS.

4.5.1 Policy - On the Community Context of Education

The Board of Education will establish desired student outcomes and supporting policies that promote successful transition of all students from school to the future workforce and greater community. This policy must also focus on the successful transition from MCPS to higher education and ensure strong support from teachers, counselors, principals, and the system as a whole to all its students.

The Board of Education will constitute itself as a permanent study group to better understand the changing nature and role of schooling in a society characterized by:

- (1) advanced technological development
- (2) modernity in economics, political, and social structures
- (3) diversity and pluralism in its population
- (4) dissolution of traditionally stabilizing social institutions

As an education study group, the Board of Education will review existing research, request research and evaluation reviews by DEA, seek as well as disseminate information, expert knowledge, study findings and opinion through on-going community dialogue, forums, lectures, consultations, publications, and any other appropriate means of communications.

4.6

GOAL SIX

TO DEVELOP AND MAINTAIN A SYSTEM OF ACCOUNTABILITY, INCENTIVES, AND REWARDS FOR STUDENTS, STAFF AND COMMUNITY MEMBERS TO ENCOURAGE THE ASSUMPTION OF RESPONSIBILITY FOR THE ACTIONS TAKEN IN PURSUIT OF THE BOARD'S GOALS

Goal Six addresses the need for system-wide accountability, assessments, and performance assurance. MCPS recognizes the need to establish reliable mechanisms by which performance goals and objectives are established, monitored, and assessed. Performance indicators and measures need to be identified and built-in to all MCPS programs and processes to provide essential feedback and opportunities for improvement.

4.6.1 Policy - On MCPS Staff Accountability

MCPS will develop and implement a well-defined, clearly understood system of staff accountability based on a two-level accountability system:

(1) Peer review: to develop a system of professional self-evaluation for staff with peer-to-peer accountability for quality of work performed

(2) Programmatic review: to develop a system of programmatic accountability with mechanisms for monitoring, intervention, correction, and if necessary, termination of non-performers

4.6.2 Policy - Incentive Program

MCPS will develop a system that provides individual non-monetary incentives and rewards as enhancers of positive attitudes and behaviors in the recognition of special contributions and improved performance.

4.7

GOAL SEVEN

TO EFFECTUATE FULLY THE BOARD'S COMMITMENTS TO AFFIRMATIVE ACTION BY REDUCING THE ISOLATION OF ETHNIC GROUPS AND LANGUAGE MINORITIES AND INCREASING DIVERSITY IN STAFFING, CLASSROOM COMPOSITION, AND SCHOOLS TO REFLECT THE WORLD IN WHICH WE LIVE.

Goal Seven addresses the need to reinforce MCPS's commitment to ensuring and maintaining an open, fair, balanced, and just educational system with equal opportunity available to all staff and students. In this manner, MCPS will ensure that our schools are reflective of the pluralistic and diverse society in which we live.

MCPS recognizes the need to move forward as a leader in open, participative approaches of management for its employees. It must also seek to promote a climate in every school in which every individual (student or adult) is important, valued, and respected by his or her peers and colleagues.

4.7.1 Policy - On Multicultural Education

Montgomery County Public Schools is committed to providing multicultural education which is responsive to the cultural diversity within Montgomery County. Education that is multicultural promotes recognition, understanding and acceptance of the uniqueness and commonalities among all cultures. Multicultural education fosters respect for the individual, assures that all students have an equal

opportunity to achieve in school, and prepares students to be responsible American citizens with a world view. Curriculum, instruction, and supporting media which are multicultural affect the attitudes, environment, and the instructional program within the school. Our mission is to incorporate multicultural education into MCPS curriculum, instruction, and the training we provide for teachers.

Our public schools exist to teach our children the general academic skills and knowledge that they will need in order to function as successful American citizens. The schools receive public support because they have a public function.

One of the primary purposes of public education in Montgomery County Public Schools has been to create a cohesive national community; a definition of citizenship that is both expansive and inclusive.

The public schools of this county are successful with many, but not all of our children. For example, there are students whose ability, level of parental education and socio-economic background suggest that they should be achieving at a higher level than they do. We need to pursue efforts in assuring expanded options and in helping students in the decision-making process itself to increase their chances for success. We need to establish valid criteria to measure their success.

4.7.2 Policy - On Mentoring and Tutoring Programs

It shall be the policy of MCPS to support instruction beyond the school day as a means of improving academic achievement of students. MCPS supports the mentoring and tutoring programs currently operating throughout the school system. Information about these programs will be made available to other MCPS schools and disseminated throughout the community to encourage their use and expansion.

4.7.3 Policy - On Balance in Classroom Composition

It is the policy of MCPS that processes and procedures will be implemented in every MCPS school that promote balanced classroom composition by gender, ethnic origin, and race. The principal of each school will be responsible and accountable for the effective implementation, monitoring, and evaluation of this policy.

4.7.4 Policy - On Balanced Staffing Throughout MCPS

This policy will be incorporated into the MCPS Affirmative Action Policy. Enhancements will be made to the current Affirmative Action Policy in order to promote a broader, multicultural approach to staffing as well as to staff

development.

4.7.5 Policy - On Attitudes and Behaviors in the MCPS Workplace

It shall be the policy of MCPS to encourage and promote a climate of respect, value and positive support for all individuals who make up the MCPS community. MCPS will develop and implement a program to support its employees in developing greater understanding and unbiased knowledge about people of every race, ethnic group, gender, and creed. It will support the notion that lifelong learning is possible and that role modeling is an essential component to students' understanding of society and their future work environments.

Multicultural attitudes must become part of the mainstream in MCPS, to be demonstrated through both positive attitudes and positive behaviors between every adult that a student might observe in the course of his or her experience in the MCPS environment.

5.0 PROPOSED POLICY IMPLEMENTATION INITIATIVES

This section identifies several initiatives that the Board of Education considers important next steps for achieving its adopted goals for improving student achievement in MCPS.

The Board will request that the superintendent develop appropriate implementation plans, strategies, and options for the Board, and propose priorities among the initiatives based on feasibility, timing, and cost factors applicable to each initiative.

The initiatives are grouped into short-term and long-term actions and their numerical identification does not reflect order of priority.

5.1 Short-term Actions

5.1.1. Provide for expansion of the SIMS project and acceleration of its implementation throughout MCPS. Additional capabilities and common data elements should be developed to facilitate the collection and analysis of socioeconomic data. A plan should be developed for full implementation across the whole system within two years. Identification of specific and/or systemwide data elements should be included in the plan as well as a review of relevant privacy issues. A complete plan should be available to the Board by November 1, 1991.

5.1.2. Consider the options to restructure the minority education-related central offices, creating a single office

and a single officer who is to be responsible for direction and coordination of the effort. Assess various functional structures in terms of their effectiveness and efficiency in supporting the goals in this plan.

5.1.3. Request the Advisory Committee on Minority Student Education to review the categories, language and terms used to describe minority groups in MCPS and recommend to the Board appropriate and/or preferred terminology.

5.1.4. Revise existing courses and modules and initiate new courses and modules in staff development for teachers. Focus course development and module revision and development on individualized instruction techniques to help meet the needs of students who come from a wide variety of backgrounds, educational levels, cultures and racial and ethnic groups. Establish this work as an immediate priority and intensify current efforts in this direction. A one-day module should be offered to all new teachers as one element of their teacher induction. The module should provide a clear overview of the Board's expectations, research-based instructional strategies, and MCPS programs and in-service supports for the success of all students. This module should also be available to all teachers who are already on staff. It should be offered throughout the school year, and all teachers should be strongly encouraged to enroll. The module should be previewed by school principals, teacher representatives, and DEA and evaluated by all participants as well as by school principals and DEA.

5.1.5. Create a half-day course or seminar on Attitudes for Success in Learning. MCPS should strongly encourage all students who are not achieving to their potential to enroll. It would be available during and/or after school and it would be free of charge. Develop other forums or seminars that allow all students to express their views on how education can be improved.

5.1.6. Assemble and assess all data now available on minority student suspensions, disciplinary actions, dropouts, and other indicators on student performance. As soon as possible, new initiatives should be launched to prevent student and staff actions that are inconsistent with the goals and policies of the school system. Recommendations should focus on promoting practices which reinforce fairness of treatment and prevention of punishment. Emphasis should be placed on providing guidance to students to help them avoid situations where punishment is a direct consequence. Mediation of student conflicts should be strongly encouraged because it teaches the important values of tolerance and compromise by assuming the other person's point of view and seeking permanent

solutions, rather than permitting continued confrontations.

5.1.7. Further develop and improve in-service training and staff development programs targeted to Board of Education priorities and reflecting multicultural teaching and staffing practices. These programs should concentrate on (1) implementation of Board policies across the school system, and (2) enabling schools to meet Board priorities by responding to specific needs identified at the school level.

A plan should be established for coordinated access and expansion of school-based training initiatives which have proven effective for minority student achievement and participation. For example, the Successful Practices program prepares school leadership teams to adopt validated, on-going school practices from a network of MCPS schools. Other effective training initiatives should be incorporated into this action item. Staff development improvements should provide first-hand, realistic experiences and opportunities for sharing values, beliefs, expectations, and assumptions of major minority and ethnic groups. ESOL staff and other knowledgeable personnel should be encouraged to serve as resource trainers and the model of multi-cultural teaching teams and teacher collaboration should be used in training programs. New approaches and non-traditional strategies should be encouraged to implement staff development improvements.

A related longer-term action is the recruitment of more minority teachers and staff in MCPS. An evaluation process should be developed to determine how effective in-service training and staff development programs are in changing staff behavior and attitudes, and consequently, improving the academic performance of students.

5.1.8. Revise current MCPS social studies and the literature curriculums to include a broader, more accurate history of various ethnic minority groups and their contributions to the American culture. MCPS should take advantage of various university-based minority study centers in the Washington, D.C. area and solicit their expert advice and support. All curriculum areas need to reflect a more pluralistic viewpoint.

5.1.9. Establish a permanent review board to assess and monitor implementation of minority education programs. The review board should include team members from all MCPS departments and offices that are involved in minority education. The task group and its respective departments and offices will be accountable for the successful implementation of the Board's policies and priorities.

5.1.10. Improve the quality of the HR-17 course. Update

and improve course delivery, quality, and instructional notebooks and materials. Review recent course evaluation information to improve course quality and to develop an instructor training program. Increase course availability to all MCPS staff and provide additional funds for guest speakers. Promote ethnic and cultural appreciations through renewed interest and observance of ethnic and cultural heritage commemorations (i.e., Black History Month, Women's History Month, Asian/Pacific American Heritage Month, National Hispanic Heritage Month, etc.). Make better use of existing Human Relations programs, organization, and staff to support minority student achievement goals. Consider upgrading and expansion of HR-15 to a three-hour course.

5.1.11. Reinststitute the survey of graduating seniors to determine attitudes, assess educational services and supports, as well as student perceptions of their preparation for the future.

5.1.12. Improve school systemwide means of communication and promote more effective dissemination of information to support student achievement. Provide clear policy and program direction, set high standards and expectations, and initiate frequent dialogue with individual schools and area office staff to review and monitor progress of minority student achievement.

5.1.13. Improve individual reviews and assessments of school programs. Conduct periodic progress assessments, e.g., randomly and frequently visit schools to review progress of minority student achievement. Reviews should address multiple factors, such as heterogeneous classes, attendance, school climate, grades, test scores, parental outreach and participation, mentoring programs, successful practices. PRAT visits should include a Board member and a member of the Advisory Committee on Minority Student Education.

5.1.14. Promote greater parental outreach to African-American parents, Asian-American parents, Hispanic parents and Native American parents at the area, cluster, and school level to help promote more effective family participation and understanding of the roles and responsibilities for parents in the education of their children. MCPS shall encourage and assist local PTA's in making parental involvement one of their highest priorities.

5.1.15. Establish a comprehensive early childhood policy and develop programs that include all four-year old students. This policy should also express MCPS commitment to expansion of the teaching of science and math in first through third grades. Require elementary teachers to have

more substantive course work in science and math. Develop staff training and development approaches that will assist teachers in those grades to be more effective in the teaching of science and math.

5.1.16. Place strong principals in schools with high numbers of low achieving students. Promote the selection of principals who are educational leaders, who are risk takers on behalf of students, who have consistent, high expectations of all students, who want to work with and welcome parents in the schools based on the premise that able principals make a vast difference in student achievement and performance.

5.1.17 Involve all staff in a school in brainstorming and input on how to address the differences in student achievement in their own school and their own classroom. Staff feel ownership toward things they plan.

5.2 Long-term Actions

5.2.1. Change requirements for graduation as follows:

a) Require all students to take four years of math and four years of science, with algebra and geometry required of all students to graduate (unless there is a very strong and compelling justification to exempt a student from the requirement). The presumption would be that every student can take and pass these courses. When necessary, MCPS will provide sufficient and appropriate assistance to students.

b) Change MCPS social studies curriculum to require that all students take a world history course that includes a survey of major cultural, racial, and ethnic groups in the world. This course would not replace American history, government and other present requirements in social studies but would be an additional requirement. This course would be based on the work that OIPD curriculum and instruction staff is doing and be multicultural in its emphasis. MCPS should investigate increasing requirements for graduation to four years of social studies as well.

5.2.2. Restructure all staff training in accordance with Board of Education priorities. Review and eliminate courses that do not directly support the Board goals. Establish two major kinds of training activities: those designed to implement Board policies across the school system, and those designed to respond to specific needs identified at the school level.

5.2.3. Restructure MCPS personnel policies and procedures to promote more effective recruitment. Ensure that more minorities are hired, that minority staff retention efforts

are more successful, and their promotion is facilitated and sought.

5.2.4. Restructure the relationships between DEA and the Board. Make DEA responsible to the Board for evaluations of those areas the Board designates as critical to its policy implementation concerns. The Board should direct DEA on what to evaluate and what information is sought.

5.2.5. Create at least two cross-functional assessment teams whose task it would be to evaluate and monitor school effectiveness. Based on the assessment team's findings, technical assistance would be provided for development and/or training for schools and teachers. Reports to senior executives regarding what is occurring in each school should be prepared regularly. Supervisors responsible for principal evaluations would use those data to evaluate a principal's effectiveness in implementing minority achievement programs.

5.2.6. Review existing policies related to magnet schools to ensure and promote greater access and participation for minority students in magnet programs. Provide support and assistance to students, if needed, in order to make certain that each individual is a full participant and benefits equally from the program. Promote and disseminate information about the benefits of magnet programs as widely as possible within the schools where they exist and throughout the school system.

5.2.7. Evaluate fully the use of the effective schools approach to improving student achievement. Investigate ways to utilize the essential schools model in a greater number of schools in MCPS. Explore fully the Macy schools educational approach set forth by the Macy Foundation approach to educate minority students. The Macy Foundation schools have been highly successful in improving the achievement of at-risk students.

5.2.8. Continue to commit to lower class sizes in MCPS over time.

5.2.9. Promote successful minority role models for MCPS students. Establish continuing opportunities for countywide lectures and visits to schools from outstanding minority adults. Establish a reward and award system for students and teachers who succeed. The school system must demonstrate its belief in the success of minority students by finding continuing, effective ways to reward academic success.

5.2.10. Prepare and adopt a strategic long-range plan for

education in Montgomery County, including a new MCPS vision statement. This initiative is on the Board's list of 12 action items defined last January. Long-term resource requirements should be identified to ensure appropriate funding will be available to meet the Board's minority program priorities.

5.2.11. Reassess current goals and purposes of the ESOL program in light of recently arriving language minority groups, the level of their native language fluency and their educational background. Consider new methods to support rapid and effective language mastery and academic development. Examine the concerns indicated in the Gordon report more fully, review successful alternative approaches to educating LEP students at all levels, and recommend program priorities and modifications.

6.0 IMPLEMENTATION PROCESS; TIMELINES, MILESTONES AND NEXT STEPS

- The initiatives taken in pursuit of the goals of the plan must be driven by data, acquired systematically, and utilized for research, evaluation and monitoring of student progress and performance. The suggested approach involves the following steps:

- (1) State the problem that is to be solved
- (2) Describe the intervention or proposed solution to be applied
- (3) Describe the baseline for the effort, in both quantitative and qualitative terms
- (4) Describe the result sought, the outcomes expected, the change in behavior or achievement specified
- (5) Spell out the indicators, or methods by which the results will be judged and known
- (6) Describe the organizations and procedures that will be used to assure the results
- (7) When interim or final results are available, the Board should provide for a public review of the results

This approach, once adopted by the Board of Education and understood by staff, students, parents, and the larger community, should provide the framework for action by the Board and the school system.

No plan is complete without an implementation timeline and milestones. After the Board takes formal action on this plan, the superintendent will be requested to take appropriate implementing actions. Suggested next steps are as follows:

- 1) Develop timetables and milestones for all approved

- initiatives, and present those to the Board for its review and approval.
- 2) Develop priorities and necessary evaluation plans for all approved short-term and long-term initiatives, and present these to the Board for its review and approval.
 - 3) Propose to the Board such other policies, initiatives and other actions as he believes are appropriate as next steps to the actions proposed in this plan.
 - 4) Develop cost estimates for implementing approved initiatives, either through present allocations, proposed reallocations or new funding sources
 - 5) Propose a process for completing the vision for MCPS. The process for creating that vision should involve the Board, the superintendent, MCPS staff, and the greater community.

Re: A SUBSTITUTE MOTION BY MRS.
BRENNEMAN ON MINORITY STUDENT
ACHIEVEMENT

Mrs. Brenneman moved and Mr. Chang seconded the following:

WHEREAS, The Montgomery County Board of Education expects academic excellence for all students, as stated in Priorities 1 and 2; and

WHEREAS, This expectation for all students to do well does not diminish the need to focus on cross-cultural students; and

WHEREAS, The term "minority" in the current educational context is considered pejorative by some; and

WHEREAS, The Montgomery County Public Schools should have high expectations for all students and their ability to achieve academically; now therefore be it

RESOLVED, That the Board of Education directs the superintendent to develop a plan to have in place for September, 1991 for improving the academics of all students; and be it further

RESOLVED, That this plan will include but not be limited to the following items:

1. Staff development with special emphasis on curriculum content mastery, which emphasizes high expectations by staff for all students,
2. The collection of data for a more efficient delivery of educational services for each student,
3. Review of the selection process of principals to ensure that MCPS selects the most highly qualified persons to

implement the goals of Priority 1 and 2, and

4. The convening of leaders of existing major community organizations and other interested individuals which have demonstrated an interest in education and parental involvement for the purpose of consulting with them on how MCPS can increase the involvement of their constituents;

and be it further

RESOLVED, That the Board of Education replaces the word "minority" with "cross-cultural" because of the current negative context of the word "minority;" and be it further

RESOLVED, That nothing in this resolution shall diminish the necessary attention and focus given to students identified in Priority 2; and be it further

RESOLVED, That the Board of Education will continue to monitor the progress of the implementation of this plan.

For the record, Ms. Gutierrez made the following statement:

"I just want to respond briefly to two things that I think Mrs. Brenneman didn't understand when I first talked about it. "Minority" was a major issue that was dealt with in the revised plan. It was dropped, and language has been changed throughout the plan to address that issue. That was a loud and clear message that was offered from the community that really has enhanced the plan substantially and in many cases did not need to have the distinction made. I would like for you to understand, and I can go and show you where that has been taken out.

"There is another concern that I would like to point out that your proposed motion really does not, as Dr. Cheung said, does not refer to the previous activities that the Board has taken in this area, not only the goals and the policy areas that we have talked about. The word "policy" is intended to show the need for a policy to be in place. What it doesn't pretend is that a short paragraph is a fully developed policy. Each of these policy areas will require a fully developed policy. That is why we are also working on the policy on policies so that we will have clear guidelines as to what content will need to be reflected in each of these policy areas. So those go hand-in-hand with the kind of things that we have been doing here. The word "policy" the way you are interpreting it, I think, is really very narrow, and it is not meant to be in any way construed that the full statement of the policy is there. It does clearly say this is an area for policy and for policy to be developed.

"My last point is that you do mention back to Priorities 1 and 2.

Priorities 1 and 2 were the basis of the program that was in place in 1982 by the school system. That's what wasn't working.

That's why in June, 1989 the community came back and said we have Priorities 1 and 2, but somehow the achievement gap keeps on growing. So your motion completely ignores this historic growth and lessons learned that we as a school system and as a community have been living for a long time. My resolution clearly reflects a long walk that we have taken together. It now does call for closure. I don't believe that your proposed motion in any way makes any effort to bring that to closure. If we are going to vote on the motion, I think there is also a need for you to clarify some of the language in here and is even vaguer than some of the original draft. There have been only two versions of this plan, a preliminary version and now a second revised version. It has not been revised time and time again. I presented to the Board the original preliminary draft version dated May 9, and now you have a revised version."

Re: A SUBSTITUTE MOTION BY MRS. DiFONZO
ON THE PROPOSED RESOLUTION ON A
PLAN FOR IMPROVEMENT OF MINORITY
EDUCATIONAL ACHIEVEMENT

Mrs. DiFonzo moved and Mrs. Fanconi seconded the following version of the proposed resolution on a Plan for Improvement of Minority Educational Achievement:

RESOLVED, That the members of the Board of Education approve the Seven Achievement Goals as articulated in the Subcommittee's PLAN FOR IMPROVEMENT OF MINORITY EDUCATIONAL ACHIEVEMENT; and be it further

RESOLVED, That the superintendent of schools using the minority educational achievement plan as a guiding document shall prepare a Comprehensive Implementation Plan to include: appropriate new or revised MCPS policy proposals; appropriate strategies, programs, and administrative procedures required to support the Board's Plan; implementation priorities, schedules and budgetary allocations and/or re-allocations; and be it further

RESOLVED, That the Board of Education will consider and vote on each recommendation proposed by the superintendent of schools.

Re: A MOTION BY DR. CHEUNG TO ADOPT AN AMENDED GOAL ONE

Dr. Cheung moved and Ms. Gutierrez seconded that the Board adopt the Goal One as amended:

THE MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT PERSONAL AND PROFESSIONAL BEHAVIOR OF ALL STAFF WILL REFLECT HIGH EXPECTATIONS OF ALL STUDENTS.

THE MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT THE INSTRUCTIONAL BEHAVIOR AND SUPPORT FOR THE ACADEMIC DEVELOPMENT OF STUDENTS ARE SUFFICIENT TO MEET THE NEEDS OF THE STUDENT WITHIN THE PARAMETERS OF CURRENT KNOWLEDGE AND BUDGET.

Re: A MOTION BY MRS. FANCONI TO AMEND GOAL ONE (FAILED)

A motion by Mrs. Fanconi to amend Goal One by deleting "within the parameters of current knowledge and budget" failed for lack of a second.

RESOLUTION NO. 456-91 Re: GOAL ONE AS AMENDED

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

RESOLVED, That Goal One be adopted as amended:

THE MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT PERSONAL AND PROFESSIONAL BEHAVIOR OF ALL STAFF WILL REFLECT HIGH EXPECTATIONS OF ALL STUDENTS.

THE MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT THE INSTRUCTIONAL BEHAVIOR AND SUPPORT FOR THE ACADEMIC DEVELOPMENT OF STUDENTS ARE SUFFICIENT TO MEET THE NEEDS OF THE STUDENT WITHIN THE PARAMETERS OF CURRENT KNOWLEDGE AND BUDGET.

RESOLUTION NO. 457-91 Re: GOAL TWO AS AMENDED

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

RESOLVED, That Goal Two be adopted as amended:

TO BRING ABOUT THOSE CHANGES IN CHARACTERISTICS AND SERVICES OF THE SCHOOLS OF THE MONTGOMERY COUNTY SCHOOL SYSTEM THAT ARE SPECIFICALLY DESIGNED TO MEET THE INDIVIDUAL EDUCATIONAL NEEDS OF ALL STUDENTS.

RESOLUTION NO. 458-91 Re: GOAL THREE AS AMENDED

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

RESOLVED, That Goal Three be adopted as amended:

TO ENCOURAGE AND SUPPORT POSITIVE ATTITUDES AND BEHAVIORS AND THE ACTIVE INVOLVEMENT OF FAMILIES, PARENT SURROGATES, COMMUNITY MEMBERS AND AGENCIES IN IMPROVING THE ACADEMIC ACHIEVEMENT OF ALL STUDENTS

For the record, Mrs. DiFonzo stated that she still had problems with the term, "parent surrogates."

RESOLUTION NO. 459-91 Re: GOAL FOUR AS AMENDED

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

RESOLVED, That Goal Four be adopted as amended:

TO PROMOTE AND REINFORCE DEVELOPMENT OF POSITIVE ATTITUDES AND BEHAVIORS OF ALL STUDENTS TOWARD ACADEMIC ACHIEVEMENT AND EACH STUDENT'S RESPONSIBILITY FOR IT.

RESOLUTION NO. 460-91 Re: GOAL FIVE

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

RESOLVED, That Goal Five be adopted as follows:

TO ENCOURAGE AND SUPPORT CHANGES IN STUDENT PERCEPTIONS OF THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENT AND THE OPPORTUNITIES AND REWARDS AVAILABLE IN SOCIETY.

Re: A MOTION BY DR. CHEUNG TO ADOPT GOAL SIX

Dr. Cheung moved and Ms. Gutierrez seconded that the Board of Education adopt Goal Six as follows:

TO DEVELOP AND MAINTAIN A SYSTEM OF ACCOUNTABILITY, INCENTIVES, AND REWARDS FOR STUDENTS, STAFF AND COMMUNITY MEMBERS TO ENCOURAGE THE ASSUMPTION OF RESPONSIBILITY FOR THE ACTIONS TAKEN IN PURSUIT OF THE BOARD'S GOALS

RESOLUTION NO. 461-91 Re: A SUBSTITUTE MOTION ON GOAL SIX

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

RESOLVED, That the following be substituted for Goal Six:

TO DEVELOP AND MAINTAIN A SYSTEM OF ACCOUNTABILITY AND RECOGNITION FOR STUDENTS, STAFF AND COMMUNITY MEMBERS TO ENCOURAGE THE ASSUMPTION OF RESPONSIBILITY FOR THE ACTIONS TAKEN IN PURSUIT OF THE BOARD'S GOALS.

RESOLUTION NO. 462-91 Re: GOAL SIX AS AMENDED

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

RESOLVED, That Goal Six be adopted as amended:

TO DEVELOP AND MAINTAIN A SYSTEM OF ACCOUNTABILITY AND RECOGNITION FOR STUDENTS, STAFF AND COMMUNITY MEMBERS TO ENCOURAGE THE ASSUMPTION OF RESPONSIBILITY FOR THE ACTIONS TAKEN IN PURSUIT OF THE BOARD'S GOALS.

Re: GOAL SEVEN

Dr. Cheung moved and Ms. Gutierrez seconded that the Board of Education adopt Goal Seven as follows:

TO EFFECTUATE FULLY THE BOARD'S COMMITMENTS TO AFFIRMATIVE ACTION BY REDUCING THE ISOLATION OF ETHNIC GROUPS AND LANGUAGE MINORITIES AND INCREASING DIVERSITY IN STAFFING, CLASSROOM COMPOSITION, AND SCHOOLS TO REFLECT THE WORLD IN WHICH WE LIVE.

Re: A MOTION BY MRS. BRENNEMAN TO AMEND GOAL SEVEN (FAILED)

A motion by Mrs. Brenneman to amend Goal Seven by deleting "to reflect the world in which we live" failed for lack of a second.

RESOLUTION NO. 463-91 Re: A SUBSTITUTE MOTION ON GOAL SEVEN

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

RESOLVED, That the Board of Education approve the following substitute for Goal Seven:

achievement improvement goals developed and approved by the full Board; and

WHEREAS, On May 23, 1991, the Board of Education conducted a public hearing on the proposed plan; now therefore be it

RESOLVED, That the members of the Board of Education approve the Seven Achievement Goals as articulated in the Subcommittee's PLAN FOR IMPROVEMENT OF MINORITY EDUCATIONAL ACHIEVEMENT; and be it further

RESOLVED, That the Subcommittee's Plan be amended by the deletion of Section 6.0 Implementation Process: Timelines, Milestones, and Next Steps; and be it further

RESOLVED, That the superintendent of schools using the minority educational achievement plan as a guiding document shall prepare a Comprehensive Implementation Plan to include: appropriate new or revised MCPS policy proposals; appropriate strategies, programs, and administrative procedures required to support the Board's Plan; implementation priorities, schedules and budgetary allocations and/or re-allocations; and be it further

RESOLVED, That the Board of Education will consider and vote on each recommendation proposed by the superintendent of schools.

MONTGOMERY COUNTY PUBLIC SCHOOLS

PLAN FOR IMPROVEMENT OF MINORITY EDUCATIONAL ACHIEVEMENT

1.0 INTRODUCTION

1.1 Purpose

The purpose of this plan is to establish the framework for a system-wide, structured approach toward improving the achievement of minority students in the Montgomery County Public Schools.

It is the firm expectation of the Board of Education that the actions taken under the aegis of this plan will help all students improve their performance.

The plan is intended to bring about many kinds of changes. The first and most significant is the perception of what the school system is to do. This system of public education needs to develop a greater capacity to deliver quality educational services to a student body that has become increasingly diverse ethnically, racially, linguistically, socially, and economically, and more pluralistic in its characteristics and values.

The plan also addresses the need for changes that MCPS staff must make in their expectations for students, in educational services, in students' attitudes toward learning, in the nature and extent of the role of parents in the education of their children, and in the way student progress is measured.

Finally, there must be a change in the approach to understanding student achievement in MCPS. It is essential to measure the nature and extent of what occurs when there are interventions in the learning process.

1.2 Scope

This plan focuses primarily on strategies to improve minority student achievement in response to parental and community concerns which have been voiced over the past years over falling minority student achievement. This plan specifically addresses the finding and recommendations for improving minority student achievement proposed by Dr. Edmund W. Gordon in his study of MCPS. The plan does not preclude concern for all students, nor does it mean that the plan will affect only minority students. On the contrary, the plan is founded on the belief that whatever effort is beneficial for the lowest achieving student, regardless of race, gender, or ethnic background, it is also beneficial for all students. Many of the long- and short-term initiatives the plan proposes will have great benefits for all students. The plan proposes changing the approach from addressing the minority student achievement gap by focusing on groups scores to promoting successful strategies for assuring individual student success.

The plan presents seven goals that the Board of Education adopted to guide MCPS in improving minority student achievement, and begins the process of proposing new or revised policies which are intended to commit the Board and the school system to actions necessary to accomplish these goals.

The list of policies, as well as the proposed list of short- and long-term initiatives, is not exhaustive. The Board is offering a plan which represents the first step toward full implementation of a wide range of efforts to improve minority student achievement. More initiatives are likely to follow, but only when there is a real chance of further success, based on objective evaluations, that present initiatives are working effectively.

The plan will evolve and grow in response to the evaluation of the actions and initiatives in the plan, as well as the public's view. There will be public reports on progress and public hearings when the Board is considering either changing course or adopting new policies or major actions.

2.0 THE DEVELOPMENT OF A VISION FOR MCPS: CONCEPTS AND PREMISES

The steps that have led the Board of Education to develop a plan for minority student achievement have made clear and urgent the need for a broad vision for the Montgomery County Public Schools. This vision must speak to the questions that many raise. Where is education headed in Montgomery County? What do we believe about ourselves as a community, about education's role in the community, about the ability of children to learn, the role of public education, and the obligation all of us have to provide for the needs of every child?

It is clear we need this vision to guide our efforts to ensure the success of minority children, and to give direction to the entire educational enterprise.

This plan is a major step toward development of that vision.

The Board of Education and MCPS, the community at large, parents and staff must collectively develop a larger, encompassing vision. In January, the Board committed itself to long-range educational planning and to the vision that must be part of such a plan. The completion of this vision must be a high priority matter for the very near future.

We believe that every child in the Montgomery County Public Schools has the capacity to learn and to be successful in school. The Board of Education and school system staff, working with parents and with the support of the community at large, have the responsibility to provide the environment, resources, guidance, instruction and programs needed to enable each child to be a successful and confident learner throughout life. That responsibility includes teaching each child to respect others, to appreciate cultural diversity, and become a productive citizen in our multicultural society.

Our belief that every child can learn is demonstrated by our commitment to provide equal access and opportunity for success for all students. Our focus must be the needs of the individual student without regard to group membership or status. Every staff member must accept responsibility and accountability for making sure that this commitment is fulfilled. The Board of Education must provide direction and resources through its policy decisions and budget priorities. We affirm our commitment to ensure opportunity, access and success for every child.

These concepts, in turn, are founded on a series of premises about education and the educational system in Montgomery

County. These premises are briefly presented in the paragraphs that follow.

- The first premise on which the plan is based is that academic performance levels can be increased substantially for all students. This requires that teachers and other staff have high expectations, have skills that they can use in teaching students of diverse backgrounds, and that the focus for intervention is the child.

All our measurement and virtually all our discussion to date has been on the mythical "average minority student."

Mythical, because the average is deceptive. It assumes that average test scores will be useful in planning interventions. While they may be useful in identifying whole classrooms or whole schools that appear to be in trouble, averages on tests do not offer help to those attempting to plan effective interventions.

- The public schools exist to teach children the general academic skills and knowledge they will need to function effectively as American citizens. One of the primary purposes of public education in MCPS should be to create a cohesive community, to transmit the culture of the society, to teach understanding and tolerance for difference, and to expose students to the differences in points of view, culture, ideas, and histories. This requires an approach to education that achieves a delicate balance: it makes certain that students are exposed to multiple cultures, while ensuring they learn about the culture of America and learn how to be successful in that culture.

- There needs to be a continuous improvement process, based on the proposition that there is always room for improvement in student achievement. This requires a strategic planning process and continuous monitoring and evaluation of student, teacher and school performance.

Measurement of performance should be based on the belief that all students can achieve academic and personal success.

Success would be defined as competence, and competence measured by selected multiple measures in a variety of settings, and should include adaptation to new and challenging situations that are presented to students. Maryland School Performance Data would need to be part of the measurement process, of course, but there must be other measures as well. There should be continuous review of promotion and withdrawal rates, suspension data, loss of credit totals, and success following high school, either in employment or further education.

- There must be a dedicated research and evaluation

capability which focuses on the initiatives the Board takes.

The Board needs to be assured that the primary focus of research and evaluation undertaken is supportive and responsive to the Board's needs as the policy makers for the system.

- The schools must be engaged in intensive self-analysis to identify their needs as educational institutions. That will include training and development for individual staff. At the same time, the school system needs the capacity to assess and monitor school and staff performance, and to trigger through these assessments special technical assistance to teachers and schools. Finally, there must also be a capacity within the school system to ensure that training and development are available to staff to learn what is required in order to implement Board policies and initiatives effectively. There must be a flexible, well designed staff training and development capacity, focused on the priorities of the school system, closely tied to research, development and monitoring and to the technical assistance providers.

- The school system must cope with the need for changes in how we educate our diverse population while facing severe limits on resources. Because resources are limited, it is essential to phase in the proposed initiatives. Those schools with the greatest need should be chosen for earliest attention. It is likely that the Board of Education will need to spend three to four years on the tasks involved before evidence of change is solidly in place. Yearly updates and continuous feedback from the community and school staff will permit adjustments in the short term, as needed.

- The task of improving academic achievement is likely to be successful only if all those involved in student performance play responsible, active roles. That effort includes total staff, students, parents, business organizations, religious groups, community groups, and the community at large.

3.0 BACKGROUND: THE REASONS WHY THERE MUST BE A PLAN

Since 1983, the Board of Education and MCPS have sought to improve minority student achievement. The focus has been on closing the gap between minority student achievement and majority student achievement as measured by standardized tests. Individual schools developed plans which were monitored by area office staff. These plans varied in scope, depth, and implementation. While many good programs have been developed and many students have been helped by dedicated staff, overall

minority student achievement, as measured by standardized test scores, has not improved as desired.

In 1989, the Board of Education, following the superintendent's recommendation, employed an outside consultant, Dr. Edmund Gordon, to review progress and propose recommended actions that might result in measures likely to be more effective in achieving the goal.

The public schools of Montgomery County have been involved in a wide variety of efforts to improve different aspects of the education of minority students. These efforts were designed to address specific areas of concern in the education of minority students and to expand the involvement of their families in the total educational process. While these efforts are well intended, it appears the problem of underachievement in certain student groups remains. The school system attempted to resolve the issues involved with a generic response, targeting only minority achievement, as measured by a standardized test. The true problem is more complex and dynamic than was originally thought. The task facing MCPS is to develop the understanding and ability of its staff to face the growing heterogeneity and diversity of the community and student population. At the same time, an increasingly demanding county population holding pluralistic values and demanding successful outcomes for their children looks for improvement.

It must be fully understood by all, that everyone must accept responsibility for the educational process to be successful. Students, parents, staff, business communities, and religious organizations must share the responsibility of supporting, guiding and insisting on the best effort from each student to achieve excellence. Education is neither a one time nor a one person effort, but the sum of all the complex interaction and learnings a conscientious society can provide its young people.

To be successful in addressing the issues we have identified necessitates the involvement of the Board, superintendent, community representatives and staff, in an on-going cooperative dialogue on desired student outcomes and the purpose of public education.

It is necessary to focus on building a collegial environment involving total school staff, students, parents and the larger community to firmly establish the commitment to the philosophy and belief that all students will succeed, if we understand the needs, conditions, strategies and research methodology required to ensure the student's success.

The real task may reside in focusing the capacity of a

system of education designed for one group, at a particular point of time, to provide differentiated quality services to a diverse, pluralistic community. This is not a simple task. The many publics want the larger system to accommodate, attend to, and be sensitive to, their children's needs. In the current economy of very limited resources, it is critical that hard choices, based on agreed-upon priorities, be made by all.

Because the current Minority Achievement Plan utilized goals based on a norm-referenced, standardized test that is no longer being used, it must be replaced. MCPS professional staff recommends the use of multiple and different measures of achievement to be broader and more easily understood by our many communities.

A point made by Dr. Gordon, was that the aggregating of scores by minority status never addressed the individual student, but focused on the mythical "average minority student," rather than the separate individuals with substantially different needs. As stated in his report, "IF NOT HERE, WHERE? IF NOT NOW, WHEN?" A Study of Minority Achievement in MCPS,"

"The child becomes the locus for intervention; the school attempts to effect change in the child, rather than considering ways in which the school and classroom must be changed in order to provide access to equitable educational experiences for all children."

Thus the focus of the school system must change to reflect the needs of the individual student, and reflect the high expectations of success for all children, without regard to his/her ethnic group membership or socio-economic status. If this requires substantial change in the characteristics and services of the schools in regard to function, management, size or instructional strategies, structures must be put in place to assure that resources and data are available to the school and staff to meet the needs of the student.

4.0 MCPS MINORITY ACHIEVEMENT GOALS AND SUPPORTING POLICIES

4.1 GOAL ONE

THE MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT PERSONAL AND PROFESSIONAL BEHAVIOR OF ALL STAFF WILL REFLECT HIGH EXPECTATIONS OF ALL STUDENTS.

THE MONTGOMERY COUNTY PUBLIC SCHOOLS ARE COMMITTED TO THE

IMPLEMENTATION OF ACTIONS DESIGNED TO ENSURE THAT THE INSTRUCTIONAL BEHAVIOR AND SUPPORT FOR THE ACADEMIC DEVELOPMENT OF STUDENTS ARE SUFFICIENT TO MEET THE NEEDS OF THE STUDENT WITHIN THE PARAMETERS OF CURRENT KNOWLEDGE AND BUDGET.

Goal One addresses the need for positive staff attitudes and behavior toward minority students and their aspirations. It intends to establish a climate in which professional competence is judged by demonstrated ability to control biases to enable children to develop to their fullest potential. This goal necessitates the development of a plan and process as well as a reporting system to ensure that these changes occur and that the public schools and the Board of Education are apprised of progress.

4.1.1 Policy - Professional Competence

It shall be the policy of the Montgomery County Public Schools that all members of the staff will be held responsible for the consistent demonstration of professional competence whatever their position. Professional competence includes factors that entail the ability of professionals to adapt learning demands, experiences and materials for diverse human characteristics and social conditions to provide support for student achievement. Professional competence will include curriculum mastery and possession of a wide repertoire of differing instructional methods and techniques to be used with students. So far as this policy relates to services to the diverse population of students in the system, the criteria by which professional competence will be judged will include behaviors which are appropriate to and respectful of all students regardless of their backgrounds and needs.

4.1.2 Policy - On Staff Development

It shall be the policy of MCPS to make available technical assistance and/or further professional development to all staff who request or require it to be successful in achieving Goal One. When a staff person is assigned responsibilities for which the staff person feels unprepared to meet this criterion, it is the responsibility of that staff person to indicate his/her need for technical assistance or staff development to the principal or administrator in charge.

Supervisors will also have the responsibility for identifying those who need assistance and for recommending to them the type of training and development needed.

Staff development and training options should meet two

levels of course requirements: those employees identify and request, and those supervisors or Board policies require of its employees.

4.1.3 Policy - On Student Academic Expectations

MCPS expects that all students can demonstrate continuous progress in their academic development. This policy affirms the commitment of MCPS to assure that all students will graduate from high school. It is expected that class, gender, ethnicity, native language, and/or cultural preferences will not be considered as a basis for determining what a student can achieve.

4.2 GOAL TWO

TO BRING ABOUT THOSE CHANGES IN CHARACTERISTICS AND SERVICES OF THE SCHOOLS OF THE MONTGOMERY COUNTY SCHOOL SYSTEM THAT ARE SPECIFICALLY DESIGNED TO MEET THE INDIVIDUAL EDUCATIONAL NEEDS OF ALL STUDENTS.

Goal Two addresses the need for changes in MCPS instructional processes that contribute to the delivery of effective educational services to each student. These processes include administrative management, curriculum, component size, student data management, staff development, resource availability and deployment, and other programs. The Board intends to establish a system-wide, well-coordinated and integrated framework within which improvements in minority student achievement will be planned, executed, monitored, and evaluated effectively and consistently.

School-based, student-focused, data information systems are critical to accomplish Goal Two. These systems establish the capacity to use student data essential to plan and manage appropriate programs of education for diverse populations. These promote an understanding of characteristics and needs of individual students to customize educational strategies, prescribe appropriate intervention programs, monitor placements and educational outcomes, and provide accountability baselines.

4.2.1 Policy - On Student Information System

MCPS will develop and implement an education information system at each school to support principals, administrators, and teachers for their use by providing greater access to information concerning their students, instructional materials, and other student achievement-related information. Each system must be capable of supporting analyses of local school variables such as resources, staffing characteristics, curriculum, student characteristics, and educational measures.

This policy recognizes the need for implementing staff development and training programs regarding procedures for use of student data/information systems and effective interpretation of data to meet the needs of students.

Since this capacity is most critical to the effective intervention with students at risk of academic failure, MCPS shall prioritize the implementation of this capacity in the schools where the number of those students is the greatest. The policy ensures that schools serving significant numbers of at-risk students have in place a data management system to support effective implementation of the Board's priorities.

4.2.2 Policy - On Student Grouping

It shall be the policy of MCPS that any artificial grouping or selecting process which places students in situations where learning expectations and opportunities are automatically limited are NOT accepted. Academic expectations for students shall be identical, regardless of race, gender, ethnic or cultural background. MCPS will promote the flexible grouping of students in response to the nature of the specific learning tasks which must be mastered. Under such grouping, it should be the EXCEPTION that all students would have all of his/her learning in the same level group. It is also expected that each child's placements would be subject to review during the year and that efforts would be made to make heterogeneous grouping the preference over homogeneous grouping.

Minority students should gain full access to all MCPS services. Full access shall be defined as equal entry, treatment, involvement, and transference. Equal opportunity for entry into programs includes being chosen for magnet school, gifted and talented, and honors programs. Fair treatment means being judged on things other than stereotypes or ethnic origin or the color of skin. Involvement shall mean involvement in extracurricular as

well as academic activities. Finally, transference shall mean reaping benefits that lead to future success.

4.2.3 Policy - On Student Achievement Research and Development

MCPS will encourage and support a within-system research and development capability directed at the challenges posed for education by diversity of its student population and pluralism in the goals and standards toward which these students strive. It shall be the policy of MCPS to create and implement a Student Academic Development Enhancement Program in each of the schools having 25% or more ethnic minority group students. Implementation can start with a small group of schools and expand as rapidly as feasible.

4.3

GOAL THREE

TO ENCOURAGE AND SUPPORT POSITIVE ATTITUDES AND BEHAVIORS AND THE ACTIVE INVOLVEMENT OF FAMILIES, PARENT SURROGATES, COMMUNITY MEMBERS AND AGENCIES IN IMPROVING THE ACADEMIC ACHIEVEMENT OF ALL STUDENTS.

Goal Three recognizes the fundamental importance of parents, family, and community as supporters and contributors to successful student learning and achievement and the consequent need for MCPS to develop more effective means to outreach into the home and community.

4.3.1 Policy - On Parent/Community Outreach

It shall be the policy of MCPS to encourage and support active involvement of parents, families, and communities in meeting the goals for improving individual student academic achievement. Successful parental outreach models, e.g. Head Start, should be used to develop community-based, person-mediated outreach programs.

Parent involvement includes more active participation in PTA organizations as well as direct, frequent, and meaningful communications between parents and teachers regarding early decisions made about their children's education and encouraging parents to fully participate in actions aimed at improving their children's academic performance. Recognizing the need to support parents who may benefit from additional tools to help their children succeed academically and/or from enhanced parenting skills, MCPS shall offer specialized training for parents and parent surrogates.

The Board will request the superintendent to convene a task force to develop an initiative to support this goal.

The proposed task force will be constituted by representative families and selected MCPS staff from organizational units that provide services to minority students and their families. Recommendations to improve school/parent interchange should be solicited from the task force. Practices currently used in schools that are successful in promoting parent and community involvement will be collected and disseminated to all schools.

4.4

GOAL FOUR

TO PROMOTE AND REINFORCE DEVELOPMENT OF POSITIVE ATTITUDES AND BEHAVIORS OF ALL STUDENTS TOWARD ACADEMIC ACHIEVEMENT AND EACH STUDENT'S RESPONSIBILITY FOR IT.

Goal Four reinforces the belief that the manner in which a student views him/herself will have a direct and important bearing on success for that individual. MCPS recognizes that it has several significant roles in this arena including enhancing intentionally the student's views of him/herself as a learner and a worthwhile person and assisting students to achieve academic and personal competency.

By recognizing that some minority students need to be better informed about MCPS procedures and practices leading towards enhanced academic opportunities and successful educational outcomes, MCPS must take on a pro-active role in building upon students' socialization skills to better meet the demands of academic life and achievement.

4.4.1 Policy - On Student Attitudes and Behavior

MCPS will develop and implement a program model targeted to support students in their endeavor to access and acquire learning skills critical to their academic success. Students who are low achievers must be TAUGHT positive attitudes and behaviors if they are to acquire and then apply them effectively in their academic development.

The model should support the following desired outcomes: high self-esteem, processing skills (problem-solving, goal-setting, decision-making, communicating, accountability for behavior), independent learning, genuine concern for others, inquiry, critical thinking and mental cognitive functions as well as the cultivation of a sense of efficiency and effective use of self toward pro-social goals.

4.5

GOAL FIVE

TO ENCOURAGE AND SUPPORT CHANGES IN STUDENT PERCEPTIONS OF THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENT AND THE OPPORTUNITIES AND REWARDS AVAILABLE IN SOCIETY.

Goal Five addresses the need to view schools and education within a more current and larger community context as MCPS strives to prepare students to become capable contributors and active participants in our society. By recognizing the need for greater involvement in the successful outcomes of our educational systems, MCPS must focus on ensuring a more effective transition from school to work by considering standards of remuneration for work and patterns of opportunity for all students who graduate from MCPS.

4.5.1 Policy - On the Community Context of Education

The Board of Education will establish desired student outcomes and supporting policies that promote successful transition of all students from school to the future workforce and greater community. This policy must also focus on the successful transition from MCPS to higher education and ensure strong support from teachers, counselors, principals, and the system as a whole to all its students.

The Board of Education will constitute itself as a permanent study group to better understand the changing nature and role of schooling in a society characterized by:

- (1) advanced technological development
- (2) modernity in economics, political, and social structures
- (3) diversity and pluralism in its population
- (4) dissolution of traditionally stabilizing social institutions

As an education study group, the Board of Education will review existing research, request research and evaluation reviews by DEA, seek as well as disseminate information, expert knowledge, study findings and opinion through on-going community dialogue, forums, lectures, consultations, publications, and any other appropriate means of communications.

4.6

GOAL SIX

TO DEVELOP AND MAINTAIN A SYSTEM OF ACCOUNTABILITY AND RECOGNITION FOR STUDENTS, STAFF AND COMMUNITY MEMBERS TO ENCOURAGE THE ASSUMPTION OF RESPONSIBILITY FOR THE ACTIONS TAKEN IN PURSUIT OF THE BOARD'S GOALS

Goal Six addresses the need for system-wide accountability, assessments, and performance assurance. MCPS recognizes the need to establish reliable mechanisms by which performance goals and objectives are established, monitored, and assessed. Performance indicators and measures need to be identified and built-in to all MCPS programs and processes to provide essential feedback and opportunities for improvement.

4.6.1 Policy - On MCPS Staff Accountability

MCPS will develop and implement a well-defined, clearly understood system of staff accountability based on a two-level accountability system:

(1) Peer review: to develop a system of professional self-evaluation for staff with peer-to-peer accountability for quality of work performed

(2) Programmatic review: to develop a system of programmatic accountability with mechanisms for monitoring, intervention, correction, and if necessary, termination of non-performers

4.6.2 Policy - Incentive Program

MCPS will develop a system that provides individual non-monetary incentives and rewards as enhancers of positive attitudes and behaviors in the recognition of special contributions and improved performance.

4.7 GOAL SEVEN

TO EFFECTUATE FULLY THE BOARD'S COMMITMENTS TO AFFIRMATIVE ACTION BY REDUCING THE ISOLATION OF ETHNIC GROUPS AND LANGUAGE MINORITIES BY INCREASING THE DIVERSITY IN STAFFING, CLASSROOM COMPOSITION, AND SCHOOLS TO REFLECT MORE ACCURATELY THE SOCIETY IN WHICH WE LIVE.

Goal Seven addresses the need to reinforce MCPS's commitment to ensuring and maintaining an open, fair, balanced, and just educational system with equal opportunity available to all staff and students. In this manner, MCPS will ensure that our schools are reflective of the pluralistic and diverse society in which we live.

MCPS recognizes the need to move forward as a leader in open, participative approaches of management for its employees. It must also seek to promote a climate in every school in which every individual (student or adult) is important, valued, and respected by his or her peers and colleagues.

4.7.1 Policy - On Multicultural Education

Montgomery County Public Schools is committed to providing multicultural education which is responsive to the cultural diversity within Montgomery County. Education that is multicultural promotes recognition, understanding and acceptance of the uniqueness and commonalities among all cultures. Multicultural education fosters respect for the individual, assures that all students have an equal opportunity to achieve in school, and prepares students to be responsible American citizens with a world view. Curriculum, instruction, and supporting media which are multicultural affect the attitudes, environment, and the instructional program within the school. Our mission is to incorporate multicultural education into MCPS curriculum, instruction, and the training we provide for teachers.

Our public schools exist to teach our children the general academic skills and knowledge that they will need in order to function as successful American citizens. The schools receive public support because they have a public function.

One of the primary purposes of public education in Montgomery County Public Schools has been to create a cohesive national community; a definition of citizenship that is both expansive and INCLUSIVE.

The public schools of this county are successful with many, but not all of our children. For example, there are students whose ability, level of parental education and socio-economic background suggest that they should be achieving at a higher level than they do. We need to pursue efforts in assuring expanded options and in helping students in the decision-making process itself to increase their chances for success. We need to establish valid criteria to measure their success.

4.7.2 Policy - On Mentoring and Tutoring Programs

It shall be the policy of MCPS to support instruction beyond the school day as a means of improving academic achievement of students. MCPS supports the mentoring and tutoring programs currently operating throughout the school system. Information about these programs will be made available to other MCPS schools and disseminated throughout the community to encourage their use and expansion.

4.7.3 Policy - On Balance in Classroom Composition

It is the policy of MCPS that processes and procedures will be implemented in every MCPS school that promote balanced classroom composition by gender, ethnic origin, and race.

The principal of each school will be responsible and accountable for the effective implementation, monitoring, and evaluation of this policy.

4.7.4 Policy - On Balanced Staffing Throughout MCPS

This policy will be incorporated into the MCPS Affirmative Action Policy. Enhancements will be made to the current Affirmative Action Policy in order to promote a broader, multicultural approach to staffing as well as to staff development.

4.7.5 Policy - On Attitudes and Behaviors in the MCPS Workplace

It shall be the policy of MCPS to encourage and promote a climate of respect, value and positive support for all individuals who make up the MCPS community. MCPS will develop and implement a program to support its employees in developing greater understanding and unbiased knowledge about people of every race, ethnic group, gender, and creed. It will support the notion that lifelong learning is possible and that role modeling is an essential component to students' understanding of society and their future work environments.

Multicultural attitudes must become part of the mainstream in MCPS, to be demonstrated through both positive attitudes and positive behaviors between every adult that a student might observe in the course of his or her experience in the MCPS environment.

5.0 PROPOSED POLICY IMPLEMENTATION INITIATIVES

This section identifies several initiatives that the Board of Education considers important next steps for achieving its adopted goals for improving student achievement in MCPS.

The Board will request that the superintendent develop appropriate implementation plans, strategies, and options for the Board, and propose priorities among the initiatives based on feasibility, timing, and cost factors applicable to each initiative.

The initiatives are grouped into short-term and long-term actions and their numerical identification does not reflect order of priority.

5.1 Short-term Actions

5.1.1. Provide for expansion of the SIMS project and acceleration of its implementation throughout MCPS. Additional capabilities and common data elements should be developed to facilitate the collection and analysis of socioeconomic data. A plan should be developed for full implementation across the whole system within two years. Identification of specific and/or systemwide data elements should be included in the plan as well as a review of relevant privacy issues. A complete plan should be available to the Board by November 1, 1991.

5.1.2. Consider the options to restructure the minority education-related central offices, creating a single office and a single officer who is to be responsible for direction and coordination of the effort. Assess various functional structures in terms of their effectiveness and efficiency in supporting the goals in this plan.

5.1.3. Request the Advisory Committee on Minority Student Education to review the categories, language and terms used to describe minority groups in MCPS and recommend to the Board appropriate and/or preferred terminology.

5.1.4. Revise existing courses and modules and initiate new courses and modules in staff development for teachers. Focus course development and module revision and development on individualized instruction techniques to help meet the needs of students who come from a wide variety of backgrounds, educational levels, cultures and racial and ethnic groups. Establish this work as an immediate priority and intensify current efforts in this direction. A one-day module should be offered to all new teachers as one element of their teacher induction. The module should provide a clear overview of the Board's expectations, research-based instructional strategies, and MCPS programs and in-service supports for the success of all students. This module should also be available to all teachers who are already on staff. It should be offered throughout the school year, and all teachers should be strongly encouraged to enroll. The module should be previewed by school principals, teacher representatives, and DEA and evaluated by all participants as well as by school principals and DEA.

5.1.5. Create a half-day course or seminar on Attitudes for Success in Learning. MCPS should strongly encourage all students who are not achieving to their potential to enroll. It would be available during and/or after school and it would be free of charge. Develop other forums or seminars that allow all students to express their views on how

education can be improved.

5.1.6. Assemble and assess all data now available on minority student suspensions, disciplinary actions, dropouts, and other indicators on student performance. As soon as possible, new initiatives should be launched to prevent student and staff actions that are inconsistent with the goals and policies of the school system. Recommendations should focus on promoting practices which reinforce fairness of treatment and prevention of punishment. Emphasis should be placed on providing guidance to students to help them avoid situations where punishment is a direct consequence. Mediation of student conflicts should be strongly encouraged because it teaches the important values of tolerance and compromise by assuming the other person's point of view and seeking permanent solutions, rather than permitting continued confrontations.

5.1.7. Further develop and improve in-service training and staff development programs targeted to Board of Education priorities and reflecting multicultural teaching and staffing practices. These programs should concentrate on (1) implementation of Board policies across the school system, and (2) enabling schools to meet Board priorities by responding to specific needs identified at the school level.

A plan should be established for coordinated access and expansion of school-based training initiatives which have proven effective for minority student achievement and participation. For example, the Successful Practices program prepares school leadership teams to adopt validated, on-going school practices from a network of MCPS schools. Other effective training initiatives should be incorporated into this action item. Staff development improvements should provide first-hand, realistic experiences and opportunities for sharing values, beliefs, expectations, and assumptions of major minority and ethnic groups. ESOL staff and other knowledgeable personnel should be encouraged to serve as resource trainers and the model of multi-cultural teaching teams and teacher collaboration should be used in training programs. New approaches and non-traditional strategies should be encouraged to implement staff development improvements.

A related longer-term action is the recruitment of more minority teachers and staff in MCPS. An evaluation process should be developed to determine how effective in-service training and staff development programs are in changing staff behavior and attitudes, and consequently, improving the academic performance of students.

5.1.8. Revise current MCPS social studies and the literature curriculums to include a broader, more accurate

history of various ethnic minority groups and their contributions to the American culture. MCPS should take advantage of various university-based minority study centers in the Washington, D.C. area and solicit their expert advice and support. All curriculum areas need to reflect a more pluralistic viewpoint.

5.1.9. Establish a permanent review board to assess and monitor implementation of minority education programs. The review board should include team members from all MCPS departments and offices that are involved in minority education. The task group and its respective departments and offices will be accountable for the successful implementation of the Board's policies and priorities.

5.1.10. Improve the quality of the HR-17 course. Update and improve course delivery, quality, and instructional notebooks and materials. Review recent course evaluation information to improve course quality and to develop an instructor training program. Increase course availability to all MCPS staff and provide additional funds for guest speakers. Promote ethnic and cultural appreciations through renewed interest and observance of ethnic and cultural heritage commemorations (i.e., Black History Month, Women's History Month, Asian/Pacific American Heritage Month, National Hispanic Heritage Month, etc.). Make better use of existing Human Relations programs, organization, and staff to support minority student achievement goals. Consider upgrading and expansion of HR-15 to a three-hour course.

5.1.11. Reinstitute the survey of graduating seniors to determine attitudes, assess educational services and supports, as well as student perceptions of their preparation for the future.

5.1.12. Improve school systemwide means of communication and promote more effective dissemination of information to support student achievement. Provide clear policy and program direction, set high standards and expectations, and initiate frequent dialogue with individual schools and area office staff to review and monitor progress of minority student achievement.

5.1.13. Improve individual reviews and assessments of school programs. Conduct periodic progress assessments, e.g., randomly and frequently visit schools to review progress of minority student achievement. Reviews should address multiple factors, such as heterogeneous classes, attendance, school climate, grades, test scores, parental outreach and participation, mentoring programs, successful practices. PRAT visits should include a Board member and a member of the Advisory Committee on Minority Student

Education.

5.1.14. Promote greater parental outreach to African-American parents, Asian-American parents, Hispanic parents and Native American parents at the area, cluster, and school level to help promote more effective family participation and understanding of the roles and responsibilities for parents in the education of their children. MCPS shall encourage and assist local PTA's in making parental involvement one of their highest priorities.

5.1.15. Establish a comprehensive early childhood policy and develop programs that include all four-year old students. This policy should also express MCPS commitment to expansion of the teaching of science and math in first through third grades. Require elementary teachers to have more substantive course work in science and math. Develop staff training and development approaches that will assist teachers in those grades to be more effective in the teaching of science and math.

5.1.16. Place strong principals in schools with high numbers of low achieving students. Promote the selection of principals who are educational leaders, who are risk takers on behalf of students, who have consistent, high expectations of all students, who want to work with and welcome parents in the schools based on the premise that able principals make a vast difference in student achievement and performance.

5.1.17. Involve all staff in a school in brainstorming and input on how to address the differences in student achievement in their own school and their own classroom. Staff feel ownership toward things they plan.

5.2 Long-term Actions

5.2.1. Change requirements for graduation as follows:

a) Require all students to take four years of math and four years of science, with algebra and geometry required of all students to graduate (unless there is a very strong and compelling justification to exempt a student from the requirement). The presumption would be that every student can take and pass these courses. When necessary, MCPS will provide sufficient and appropriate assistance to students.

b) Change MCPS social studies curriculum to require that all students take a world history course that includes a survey of major cultural, racial, and ethnic groups in the world. This course would not replace American history, government and other present requirements in social studies but would be an additional requirement. This course would

be based on the work that OIPD curriculum and instruction staff is doing and be multicultural in its emphasis. MCPS should investigate increasing requirements for graduation to four years of social studies as well.

5.2.2. Restructure all staff training in accordance with Board of Education priorities. Review and eliminate courses that do not directly support the Board goals. Establish two major kinds of training activities: those designed to implement Board policies across the school system, and those designed to respond to specific needs identified at the school level.

5.2.3. Restructure MCPS personnel policies and procedures to promote more effective recruitment. Ensure that more minorities are hired, that minority staff retention efforts are more successful, and their promotion is facilitated and sought.

5.2.4. Restructure the relationships between DEA and the Board. Make DEA responsible to the Board for evaluations of those areas the Board designates as critical to its policy implementation concerns. The Board should direct DEA on what to evaluate and what information is sought.

5.2.5. Create at least two cross-functional assessment teams whose task it would be to evaluate and monitor school effectiveness. Based on the assessment team's findings, technical assistance would be provided for development and/or training for schools and teachers. Reports to senior executives regarding what is occurring in each school should be prepared regularly. Supervisors responsible for principal evaluations would use those data to evaluate a principal's effectiveness in implementing minority achievement programs.

5.2.6. Review existing policies related to magnet schools to ensure and promote greater access and participation for minority students in magnet programs. Provide support and assistance to students, if needed, in order to make certain that each individual is a full participant and benefits equally from the program. Promote and disseminate information about the benefits of magnet programs as widely as possible within the schools where they exist and throughout the school system.

5.2.7. Evaluate fully the use of the effective schools approach to improving student achievement. Investigate ways to utilize the essential schools model in a greater number of schools in MCPS. Explore fully the Macy schools educational approach set forth by the Macy Foundation approach to educate minority students. The Macy Foundation

schools have been highly successful in improving the achievement of at-risk students.

5.2.8. Continue to commit to lower class sizes in MCPS over time.

5.2.9. Promote successful minority role models for MCPS students. Establish continuing opportunities for countywide lectures and visits to schools from outstanding minority adults. Establish a reward and award system for students and teachers who succeed. The school system must demonstrate its belief in the success of minority students by finding continuing, effective ways to reward academic success.

5.2.10. Prepare and adopt a strategic long-range plan for education in Montgomery County, including a new MCPS vision statement. This initiative is on the Board's list of 12 action items defined last January. Long-term resource requirements should be identified to ensure appropriate funding will be available to meet the Board's minority program priorities.

5.2.11. Reassess current goals and purposes of the ESOL program in light of recently arriving language minority groups, the level of their native language fluency and their educational background. Consider new methods to support rapid and effective language mastery and academic development. Examine the concerns indicated in the Gordon report more fully, review successful alternative approaches to educating LEP students at all levels, and recommend program priorities and modifications.

Re: BOARD MEMBER COMMENTS

1. Mrs. Brenneman commented that many of them had spent much of last weekend congratulating students for awards. Many of them had attended the ESOL awards at Wheaton High School, the ACT-SO winners, the African Academic Excellence Awards, MELS students, and MCCPTA. She congratulated all the award winners.

2. Mr. Ewing reported that there was a lot of concern particularly among the community of those served by private sector providers who offered services to the disabled in various forms about the status of the recommendations in the efficiency reports. There was the sense on the part of many of those people that inevitably these recommendations would be approved by the Board and lead to the demise of the private providers. He had told people who had called him that there was nothing in the form of a proposal before the Board to make any changes of any kind. The efficiency recommendations would be studied, but there no recommendations for action at the moment. He hoped that the

staff was providing the same answer to these people. Dr. Pitt replied that he was providing the Board with an update of where they were in relation to the efficiency reports. He was recommending that they study the future of special education.

RESOLUTION NO. 466-91 Re: EXECUTIVE SESSION - JUNE 13, 1991

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mr. Chang, the following resolution was adopted with Mrs. Brenneman, Mr. Chang, Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Mrs. Fanconi, and Mrs. Hobbs voting in the affirmative; Ms. Gutierrez abstaining because she would not be present:

WHEREAS, The Board of Education of Montgomery County is authorized by Section 10-508, State Government Article of the ANNOTATED CODE OF MARYLAND to conduct certain of its meetings in executive closed session; now therefore be it

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on June 13, 1991, at noon to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 467-91 Re: MINUTES OF APRIL 9, 1991

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

RESOLVED, That the minutes of April 9, 1991, be approved.

RESOLUTION NO. 468-91 Re: MINUTES OF MAY 7, 1991

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

RESOLVED, That the minutes of May 7, 1991, be approved.

RESOLUTION NO. 471-91 Re: DISCUSSION OF DISABLED STUDENTS IN
NEIGHBORHOOD SCHOOLS

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

RESOLVED, That the Board of Education schedule time to review and discuss the following proposal:

That the Board request the superintendent to assess fully the proposal by the Board's Task Force on Efficiency to place increased numbers of students with disabilities in regular classrooms in their neighborhood schools, and to make recommendations to the Board about the feasibility, desirability, and timing of these changes, as well as the costs and possible savings.

Re: A MOTION BY MR. EWING TO APPOINT A
TASK FORCE (FAILED)

The following motion by Mr. Ewing failed of adoption with Mr. Ewing voting in the affirmative; Mrs. Brenneman, Mr. Chang, Dr. Cheung, Mrs. Fanconi, and Ms. Gutierrez voting in the negative; Mrs. DiFonzo and Mrs. Hobbs abstaining:

RESOLVED, That the Board of Education schedule time to review and discuss the following proposal:

That the Board appoint a task force to assess this and other changes in the delivery of educational services for students with disabilities, with a view to the development of recommendations for improving the efficiency and the effectiveness of these services.

RESOLUTION NO. 472-91 Re: BOE APPEAL NO. 1991-6

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-6, a tuition matter.

Re: NEW BUSINESS

Ms. Gutierrez moved and Mr. Ewing seconded that the Board of Education schedule time for discussion and review of the need to develop a policy on sexual harassment in MCPS.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. School Leadership Needs Survey
2. Staff Response to the 1990 Report of the Superintendent's Advisory Committee on the Education of the Gifted and Talented

Re: ADJOURNMENT

The president adjourned the meeting at 11:05 p.m.

PRESIDENT

SECRETARY

HP:mlw