

WHEREAS, Hispanic American students and staff contribute to the success of the Montgomery County Public Schools through their participation in all aspects of education, and the growing Hispanic community enriches our county in many ways; now therefore be it

Resolved, That on behalf of the superintendent, staff, and students of the Montgomery County Public Schools, the Board of Education hereby declares the period of September 15 to October 15, 1993, to be observed in MCPS as "Hispanic Heritage Month."

Re: REPORT ON THE OPENING OF SCHOOL

Dr. Vance stated that for a school system of this size to launch a new school year much teamwork and commitment were required from all staff members. It was his personal assessment that staff had come through with flying colors. He and the members of the executive staff had been out visiting school and had found a lot of positive energy. As superintendent, he was looking forward to the year ahead and a realization of their goals in Success for Every Student.

Dr. Vance reported that the unofficial enrollment continued to be over projection, but he thought this would level off by the end of the month. He indicated that they had more than 5,000 applicants for 300 teaching positions. This gave them ample opportunity to select the brightest and the best. He also was pleased that approximately 40 percent of new teachers were graduates of MCPS.

In regard to the closing of schools in the first week because of heat, Dr. Vance explained that last Thursday they announced they would not close on Friday. However, on Friday morning they had changed their mind and closed schools early because of the heat. When the decision was announced, they had received hundreds of calls from irate parents. This drove home to him the extent to which the social demographics in the county had changed and the extent to which they had single and both parents working. If they had to do it over again, they would make the decision the previous day. He said they had a manual for staff on the closing of schools and operations during inclement weather, and executive staff would be reviewing this. He would submit the manual to the Board for their suggestions and recommendations. He accepted responsibility for the closure of schools and assured the public that MCPS would correct any missteps in that process.

Dr. Cheung congratulated the superintendent and the staff for an outstanding opening. It was not easy to open 179 schools with 113,000 children. Mr. Abrams added his congratulations. He hoped that the review on closing schools would also examine the opening times of schools and other issues relating to changing demographics. He thought they might need a contingency plan for heat and snow days to use other facilities to accommodate

children while parents were being notified and making arrangements for their children. He looked forward to reviewing the procedures.

RESOLUTION NO. 654-93 Re: IMPLEMENTATION OF THE
RECOMMENDATIONS OF THE TITLE IX
GENDER EQUITY COMMITTEE

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

WHEREAS, The Board has received and discussed the 1992-1993 Report of the Title IX Gender Equity Advisory Committee; and

WHEREAS, The superintendent and staff have provided responses to the committee's recommendations; now therefore be it

Resolved, That the Board direct the superintendent to implement the recommendations of the committee as follows:

1. Existing programs for students who are pregnant or have children should be monitored to ensure that future needs will be assessed so programs can be adjusted or expanded.
2. MCPS should initiate a study on student pregnancy and gather in one place data about student pregnancy and parenting.
3. A member of the Title IX Gender Equity Advisory Committee (in addition to the representative of the MCPS Human Relations department) should be in the group that revises the Human Relations policy (60-79).
4. Training programs in gender equity, including but not limited to sexual harassment, for professional staff should be continued, even expanded for Fiscal Year 1994-1995.

Re: STUDENT SUSPENSIONS - ANALYSIS AND
INTERVENTIONS

Dr. Vance called the Board's attention to the regulation on suspension and expulsion of an MCPS student which established procedures staff must follow. He also called attention to the statement of discipline in the Student Rights document which defined major infractions. At the beginning of each school year, the local school discipline policy was provided to and reviewed with students. On August 6, 1993, the Board had been provided with the DEA report on suspension data for the 1992-93 school year, and while there were improvements, he believed there was ample reason to continue to address this issue. Concerns had

expressed about the frequency of suspensions and the disparity of those data among racial and ethnic groups. The Success for Every Student plan identified a specific outcome designed to address and eliminate the disproportionate suspension rates of African American and Hispanic students.

Dr. Vance recalled that last spring Board members had requested information on related issues such as dropouts and loss of credit. Due to the enormity of these topics and limited time, he chose to concentrate the analysis and discussion on interventions. At a later date they would get back to the implications of dropouts and loss of credit. Mrs. Gemberling and staff would review and analyze the data with the Board, principals would describe the nature and quality of their intervention efforts, and he would like to discuss next steps in this process.

Mrs. Gemberling invited Dr. John Larson, research and statistical coordinator, to the table. She explained that in August the public received the annual report on suspension, but today they would present a little different approach to the data. This year they gathered data in a little different manner in the hopes of providing schools a different format and a more specific accounting of who the students were who contributed to the suspension data. In this way, schools could work with individual students and look for some causes. The data was shared with secondary principals and assistant principals who exchanged intervention plans.

Mrs. Gemberling reported that they had looked first at the causes for suspension. She said that four major causes accounted for 63 percent of all suspensions. The largest category was physical attacks/student (fights), disrespect/insubordination, refusal to cooperate with school rules, and explosives or dangerous weapons. They were looking for the trend over time with regard to the various racial/ethnic groups. They had looked from 1979 to the current year and found suspensions peaked in the early and mid 1980's, went down in quantity and disparity, but were moving up again. Therefore, this initiative was included in Success for Every Student. The past year they had seen a downward trend in the first category for Hispanic and African American students, and in the second category the disparity was less but the trend was slightly up. In the third category, refusal to cooperate with school rules, they had eliminated the disparity and reduced the number. The fourth category was an automatic suspension, and in recent years it had become a concern; however, it was a small number of students. Mr. Abrams asked about beepers, and Ms. Gemberling said most principals put beepers in drug/alcohol and some in weapons. To eliminate confusion, this year they would have a new code for beepers/pagers to get definitive information on it for next year. Mrs. Fanconi pointed out that state law required some action on beepers.

Mrs. Gemberling reported that when they had shared this data with principals, they asked about patterns among students. Therefore, staff was beginning to look at whether there were some individual student type patterns. She asked Dr. Larson to address some of the initial findings.

Dr. Larson explained that they compared the rate of suspension for students (not counting multiple suspensions) for students showing a certain condition compared to those students who did not show that condition. If a student had been suspended last year, he or she was eight times more likely to be suspended this year. Mrs. Gemberling said that principals had raised questions about students new to MCPS. Dr. Larson reported that a student being new to MCPS in the current year in itself posed no risk factor for suspension; therefore, they could not blame the new students. In regard to internal mobility, they found a slight increase in risk; however, if students had attended six or more school enrollments on their records, they had double the risk factor of those with four or fewer schools.

Mrs. Gemberling commented that as they looked at this data and raised questions, they hoped to be able to focus on some of solutions to the problems they were finding. They had received information which dispelled some of their own thoughts and expectations. She had asked principals to share some of their programs with the Board. Dr. Phinnize Fisher, associate superintendent, stated that one of the outcomes in Success for Every Student was to eliminate the disproportionate suspension rates of African American and Hispanic students in each school. Another initiative was to reduce the number of students suspended from school. The means for achieving these outcomes focused on people and not on numbers. Schools were trying a variety of interventions with staff and with students with the common objective of preventing behaviors on both the part of staff and students that lead to suspensions. There were two general types of interventions -- staff training to change climate, attitudes, expectations, and behaviors and programs to change student attitudes and behaviors. Student training included peer mediation/conflict resolution, drug/alcohol prevention and treatment, counseling groups, and programs to boost self esteem and provide positive models.

Mr. Daniel Shea, principal of Westland Middle School, said they had taken a look at needs for outreach efforts, data collection, and intervention strategies. Their goal was to increase contacts with the community and increase communications with all parents. They had established parent nights and had held several programs in feeder elementary schools. Parent/peer evenings were combined with Rec club dances, and this year they were holding pot luck dinners and parenting seminars. All newsletters were mailed home on a monthly basis, and translations had been arranged for Spanish speaking parents. The second component was the

assessment of at-risk students. They looked at attendance, interims, poor grades, high incidence of referrals, previous teacher recommendations, and a profile of progress toward the functional tests as well as a profile of students involved in the GT curriculum. This information was shared with B-CC High School. They found that these students were new to the cluster, and with the team concept at the middle school they were able to focus on characteristics and create a profile for counselors and team leaders. Through SIMS, they had data available, and counselors served as advocates for students to place them appropriately. Parent conferences were conducted with each suspension to discuss the suspension and build a bond with the school. Staff campaigned vigorously for extracurricular involvement, and they had an activity bus three days a week. This created more connections with the school. Their last component was monitoring and intervention. They had programs to support students academically as well as through extracurricular outreach efforts. Their counselors ran groups to assure appropriate ways for students to cope with anger or frustration. They had a peer mediation program, grade level and town meetings, drug awareness programs, community service, student recognition, and parent/peer networks.

Mr. Shea remarked that students came to school today with far more emotional baggage than he had ever seen before. Staff felt they were able to keep students on track for the week, but with the assaults of technology, the media, some home situations, and inappropriate peer activity on the weekend this deflated the positive balloon they tried to keep up all week long. Their overall goal was to increase communication between, in, and among the school and community, to know their students, and to involve appropriate students and staff in programs designed to foster appropriate interaction and interventions.

Ms. Bonnie Fox, principal of Seneca Valley High School, stated that reducing the number of suspensions was a by-product of providing an environment in which all students were able to be successful. They could never be satisfied that they had done enough, nor could they ever realistically believe that they would eliminate occurrences that necessitate suspensions. She believed that many different lines of attack were necessary in every school because no one formula was universally effective. At Seneca Valley they had strict enforcement of attendance policies and procedures, over 20 non-instructional support groups and mentoring programs, and an intensive teacher training program in learning styles and strategies. These all contributed to an environment in which students could achieve and suspensions could be reduced.

Ms. Fox reported that they had the CATAPULT program which was a semester course required for all ninth grade students, unless exempted by the principal for instructional reasons. The course

facilitated the adjustment of ninth grade students and improved student success by increasing motivation, skills, and awareness. The program provided opportunity for students to do self assessment, explore career possibilities, and to set goals. Students learned what was expected of them in Seneca Valley including extracurricular activities to get students involved in the total program. The course encompassed the development and refinement of many life skills including stress management, time management, communicating with adults, conflict resolution, negotiation, collaboration, cooperation, and social interaction. Part of the course dealt with study skills including organization, note taking, short- and long-term planning, priority setting, and test taking. This was the third year for the CATAPULT course, and she was very pleased about it.

Ms. Fox said they also had a support class for 15 at-risk, average ability students in any grade who were not performing and succeeding as they should. It incorporated mentoring, tutoring, parenting, and monitoring components. They also had the Academic Plus program for about 40 ninth grade students. Most of these students were minority students, and they received skill development and self esteem support to enroll in and be successful in honors level classes in the future. Ms. Fox added that when inappropriate things did happen at Seneca Valley they had Saturday detention or reverse suspension when students had to come to school on days when other students were off.

Dr. Frank Masci, principal of Walter Johnson High School, reported that they focused on school climate to try to prevent suspensions. The school was diverse because of its international community and ESOL center. Therefore, they had looked at communication and academic success. African American students were graduating and passing the functional tests, but they were just getting by which was not enough. Their programs created a climate conducive to learning and good behavior. They had an IBM tutoring and mentoring program where volunteers came at lunchtime to help students with their studies. Another was the Society for Academic Excellence, based on the Speller model, where parents and IBM people provided tutoring in the evening. They also had an honors support group aimed at African American parents.

Dr. Masci said that each teacher was asked to provide individual tutoring. Open lunch was a real help because students could use the time to get tutoring. The National Honor Society provided tutoring to their peers. The communication issue was addressed through the peer mediation program and through the MCPS Department of Human Relations. He believed that all of these things created a climate which allowed students to feel better about themselves and do better academically and not get suspended.

Mr. John Goodloe, principal of Eastern Middle School, commented that the whole climate needed to change in schools so that students wanted to be in school. At his school they had three programs that helped to do this. The first was Extended Families where African-American parents concerned about their children had come together to be involved with the school. In addition to tutoring in mathematics and science, they were concerned about the continuation of students knowing about their culture and surroundings. The families advocated mathematics proficiency, intellectual development, and links with culture, school, and community. The program was a conduit for better and more productive school experiences. It was an option for some to an otherwise punitive consequence. Rather than a multi-day suspension, they required students to come to school on Saturdays and participate in the extended families experience.

Mr. Goodloe reported that they also had a mentoring program where students were assigned to volunteer staff members. The mentors followed the students' social and academic growth. The students knew that the mentor cared for them not because they were forced to care but because they wanted to care. The staff director of the program also followed the students.

The third program at Eastern was the peer mediation program where students had been trained to intervene in student conflicts that could escalate into suspensions. The program was run by the counseling department and students were trained by the chair of the department. The department monitored what the students were involved in. When teacher judgment was involved, teachers were involved in the reconciliation and the disposition phase. As they moved to more and more teams, this became more of the modus operandi and less the exception to their procedures. Students belonged to teams and to this team of teachers. Teachers modeled responsibility, enthusiasm, self-esteem, perseverance, control, and thoughtfulness which equalled RESPECT.

Dr. Fisher pointed out that schools had different needs, and it was important to tailor programs to meet these different needs. In the case of suspensions, one size did not fit all. The key to the process of preventing suspensions was to have each school take an honest and hard look at itself and design or adapt programs to fit its individual needs. Mrs. Gemberling stated that in systemwide support for the individual needs of schools, the information on individual students became the most important part. They had brought in small workgroups of principals for input, and they would be providing suspension data on SIMS downloads to schools this year. It was her expectation that as each school looked at the types of interventions they were using they would be able to identify which were the most effective for them.

Mr. Abrams thanked staff for a terrific presentation and asked whether CATAPULT was a credit program, and Ms. Fox replied that it was a half/credit semester course. Parents might request an exemption because of their child's schedule. The child might be taking a language or music course. Mr. Abrams recalled that some middle school programs covered the same skill areas, and he wondered about the appropriate place to introduce this. Ms. Fox replied that many skills should be introduced before middle school, but they should continue to be addressed every year. The cluster schools did discuss this, and the high school felt a need for this in the ninth grade to give students a good start in high school. Mr. Abrams asked about integrating older students into the program and integrating this with community service requirements. Ms. Fox replied that they had not put older students into the course, but they were looking at the possibility of coordinating the course with community service. Mr. Abrams asked her to provide him with any additional information she might have available.

Mr. Abrams asked Mr. Goodloe whether the concept of group accountability had been integrated into any of the efforts. For example, was their team or peer accountability for accepting responsibility. Mr. Goodloe thought that this would happen as they moved toward the team process. Students would see themselves as a part of the team and responsible to the team. The emphasis on responsibility was being placed in staff training.

Mrs. Fanconi commended the panel for their presentation and commended MCPS for its willingness to address a very difficult issue. It would be much easier not to publish this data. She commended them for being so aggressive in looking at how they could assist students to achieve. She commended them on balancing the safety of students and the consequences of behavior with the success of those individual students. She noted the large number of principals in the audience. She commented that school was a reflection of society, and they needed the assistance of parents and the community in helping MCPS address this. She knew there were efforts in working with the leaders of cultural communities, and she hoped that principals would let her know how they were doing this. In regard to students moving numerous times, she suggested that staff look at the New Beginnings Project in San Diego. She was disappointed that a special educator did not make a presentation and that Dr. Fountain was not represented. She would be bringing up a new business item on special education students.

Mrs. Gordon commended staff for the presentation. She was pleased they were moving very aggressively in the area of conflict resolution and peer mediation. Since students who had previously been suspended had eight times greater chance of being re-suspended, she asked about how aggressive programs were for

these students and requested any information they might have. Mrs. Gemberling explained that the information provided by Dr. Larson was very new, and they had not had this information for their initial meeting with principals. Mrs. Gordon thought that programs for the general population were very effective, but obviously there were some students who needed more of an intensive kind of program, perhaps as a condition of returning from suspension.

Mrs. Brenneman thought they had outstanding programs and pledged her support for the intervention strategies. She thanked them about safety and security. She sent one child to the Blair cluster and one child to the Sherwood cluster, and she did not doubt that her child would be safe in school. But should the programs fail, she also knew that her child would be protected. Students bringing weapons to schools were removed.

Mrs. Brenneman suggested that next time the data was released they should include the reasons behind the suspensions and expulsions because some of these involved weapons and beepers, and she supported these disciplinary measures. One principal went out into the community to talk in churches about the weapons policy. She said that they had all these programs and tried to involve parents, but there were parents who would not come into the schools. She wondered how they could get the message to these parents that there were certain unacceptable behaviors.

Mrs. Brenneman said they had talked in the document about teacher training and promoting positive attitudes. She hoped this was extended to all staff and not just limited to teachers. For example, the first person a child might see would be the bus driver and a bad experience could be carried through the student's day. She reported that she had checked a variety of clusters and students were not bringing home the student rights and responsibilities brochures.

Mr. Ewing remarked that when the Board adopted the Success for Every Student Policy there were those who were skeptical about elimination of the disproportion suspension rates of African American and Hispanics and whether it would receive resources and attention. Some people regarded this objective as one which would be accomplished through either preferential treatment of those targeted student groups or through some redefinition of the events leading to suspension. The presentations this morning were very encouraging to him in terms of being able to say to parents and others there was a major effort to reduce the rate of suspensions but not through manipulations. However, the public and the Board needed to be reassured that every school in the county either had in place or had had planned for implementation in the near future the same sorts of interventions and training efforts that they had heard about today. The Board needed to know whether or not every school was making efforts that would be

as good and have as much good effect as those the Board had heard about this morning. He requested a response to this question.

In regard to the risk factors for suspension, Mr. Ewing asked about the extent to which the factors multiplied. If a student had been suspended and that student was an African American male, did that mean that the chances of risks of future suspension multiplied directly or was there some other relationship. Dr. Larson replied that they did not know yet. Mr. Ewing hoped that this question would be asked and answered.

Dr. Cheung thanked the staff and principals. They had about 4,000 suspensions, and he wanted to know how many students were included who had been suspended in various categories. This would give them better information if they wanted to help individual children. They could see whether the same child was committing a number of those actions which resulted in suspensions. He liked the intervention strategies, but he would like to see more about prevention aspects.

Re: ANNOUNCEMENT

Dr. Cheung announced that the Board had been meeting in closed session on appeals and to consult with legal counsel. The Finnish Board of Education had joined the Board for lunch.

Re: PUBLIC COMMENTS

Mr. James Gorman, Counselor, Walter Johnson High School, appeared before the Board of Education.

RESOLUTION NO. 655-93 Re: RECOMMENDED FY 1994 SUPPLEMENTAL
APPROPRIATION FOR THE JAVITS
MULTIPLE INTELLIGENCE MODEL PROGRAM

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1994 supplemental appropriation of \$218,045 from the U.S. Department of Education (ED) under Title IV, Part B of the Elementary and Secondary Education Act of 1965, as amended (Jacob K. Javits Gifted and Talented Student Education Program), to continue the Javits Multiple Intelligences (MI) Model program at Montgomery Knolls and Pine Crest elementary schools, in the following categories:

	<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1	Administration		\$ 327
2	Instructional Salaries	2.5	138,560
3	Other Instruction Costs		37,473
10	Fixed Charges	---	<u>41,685</u>
	Total	<u>2.5</u>	<u>\$218,045</u>

- * .5 Project coordinator (E)
- 1.0 Teacher A-D (10 month) - trainer/curriculum developer
- .8 Instructional assistant (10 month)
- .2 Secretary

and be it further

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

RESOLUTION NO. 656-93 Re: RECOMMENDED FY 1994 SUPPLEMENTAL
 APPROPRIATION FOR THE EXTENDED
 ELEMENTARY EDUCATION PROGRAM (EEEP)

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1994 supplemental appropriation of \$227,000 from the Maryland State Department of Education (MSDE), for the Extended Elementary Education Program (EEEP), in the following categories:

	<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1	Administration		\$ 715
2	Instructional Salaries	6.1	137,377
3	Other Instruction Costs		33,114
10	Fixed Charges	---	<u>55,794</u>
	Total	<u>6.1</u>	<u>\$227,000</u>

- * 3.5 Teachers A-D (10 month)
- 2.6 Instruction Assistants (10 month)

and be it further

WHEREAS, Staff has negotiated a fee for necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Grimm & Parker, Architects, to provide professional architectural services for the Albert Einstein High School modernization project for a fee of \$890,000, which is 5.85 percent of the construction budget.

RESOLUTION NO. 660-93 Re: PARTIAL CAPITALIZATION OF SELECTED
CAPITAL PROJECTS

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

WHEREAS, The Montgomery County Office of Management and Budget has recommended the capitalization of countywide capital expenditures incurred to date; and

WHEREAS, MCPS' external auditors, KPMG Peat Marwick, concur with this recommendation; now therefore be it

Resolved, That the following projects be partially capitalized in FY 1994:

(Amounts in Thousands)

<u>Project No.</u>	<u>Project</u>	<u>Partial Capitalization of Expended Funds</u>	<u>Unexpended Appropriation Balance</u>
9928	Asbestos Abasement	\$ 12,956	\$ 1,541
9959	Energy Management	8,901	994
9997	Cable TV	3,935	343
9902	Design, Engineering and Construction	18,677	2,524
9917	Future School Modernization	6,307	1,441
9993	Future Sites	482	2,500
9970	Instructional Microcomputers	11,285	166
9916	Mechanical Systems	7,830	1,852
9915	PLAR	12,347	2,438
9963	Program Accessibility	4,151	562
868-07	Relocatable Classrooms	7,649	1,201
9942	Roof Replacement	16,477	1,803
9939	Works of Art	2,460	7
786-06	Georgian Forest ES	62	26 *

* Fund balance will be transferred to the current modernization/renovation

RESOLUTION NO. 661-93 Re: CAPITAL PROJECTS TO BE CLOSED

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

WHEREAS, The County Council included the closure of the Farmland and College Gardens elementary schools' additions and planning projects in the adoption of the FY 1994 Capital Budget now therefore be it

Resolved, That the capital projects for additions to Farmland and College Gardens elementary schools be closed, and the unencumbered account balances totaling \$2,251.30 be transferred to the Local Unliquidated Surplus Account.

RESOLUTION NO. 662-93 Re: CHANGE ORDER OVER \$25,000 - DR. SALLY K. RIDE ELEMENTARY SCHOOL

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

WHEREAS, The Department of Facilities Management has received a change order proposal for Dr. Sally K. Ride Elementary School that exceeds \$25,000; and

WHEREAS, Staff and the project architect have reviewed this change order and found it to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change order for the amount indicated:

Project:	Dr. Sally K. Ride Elementary School
Description:	Construction access to the school site was to be provided as part of the residential community developer's subdivision road grading. The developer experienced delays in obtaining their building permits which required MCPS to provide a temporary road for the construction contractor.
Contractor:	H. A. Harris Co., Inc.
Amount:	\$54,904

RESOLUTION NO. 663-93 Re: AWARD OF CONTRACT FOR A MAINTENANCE
PROJECT AT VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids to replace metal doors, frames, windows, and accessories for Beverly Farms, Candlewood, and Maryvale elementary schools and Rockville High School, funded from Planned Life-cycle Asset Replacement (PLAR) capital funds, were received on August 25, 1993, in accordance with MCPS Procurement Practices, with work to begin immediately and be completed by April 1994:

<u>Bidder</u>	<u>Amount</u>
1. Metro Metal Services, Inc.	\$211,160
2. T.L.G. Associates, Inc.	280,804

and

WHEREAS, The low bid is below the staff estimate of \$253,000, and sufficient funds are available to award the contract; and

WHEREAS, Metro Metal Services, Inc., has completed similar projects successfully at Cashell and Fox Chapel elementary schools and Bethesda-Chevy Chase and Winston Churchill high schools; now therefore be it

Resolved, That a \$211,160 contract be awarded to Metro Metal Services, Inc., to replace metal doors, frames, windows, and accessories at Beverly Farms, Candlewood, and Maryvale elementary schools and Rockville High School.

RESOLUTION NO. 664-93 Re: ACCEPTANCE OF SITE DEDICATION FOR
FUTURE ELEMENTARY SCHOOL IN SENECA
VALLEY CLUSTER

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

WHEREAS, Land use planning studies and the approved master plan for the Germantown vicinity have shown the need for a future elementary school to serve the southern portion of the Germantown area; and

WHEREAS, The developer of a tract of land known as the Pleasants Property, located south of Clopper Road (MD 117) between Schaeffer Road and Germantown Road (MD 118) in the Kingsview

WHEREAS, The death on August 28, 1993, of Mr. George T. Nethery, a television production technician II in the Cable Television Unit, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Nethery had been a loyal employee of Montgomery County Public Schools for over 20 years; and

WHEREAS, Mr. Nethery's keen technological skills and dedication to his job were recognized by staff and community; now therefore be it

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

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

RESOLUTION NO. 669-93 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Richard L. Towers	Asst. Principal Wootton HS	Principal Einstein HS Effective: 9-15-93

RESOLUTION NO. 670-93 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Larry A. Bowers	Director, Dept. of Management, Budget & Planning	Chief Financial Officer Effective: 9-15-93

Re: REVISED GRADUATION REQUIREMENTS -
SOCIAL STUDIES CURRICULUM INCLUDING
PEACE STUDIES AND MULTICULTURAL
EDUCATION

Dr. Vance explained that today's discussion would focus on revised graduation requirements, the social studies curriculum, and multicultural education. Staff will provide an update on where they were in social studies, K-12, and the direction in which they were headed. Part of the discussion would include the peace studies class at B-CC High School as well as changes in the contemporary issues curriculum. They would also have the opportunity to discuss multicultural education. He continued to believe that MCPS, while not perfect in this area, was out in front on this issue. He was proud of their efforts, and he cited a curriculum update from ASCD which was devoted to multicultural education. The article did not suggest anything that Montgomery County wasn't making an effort to do. He quoted, "multicultural education can best achieve its goals, advocates say, if it permeates the curriculum. Rather than adding separate units by various cultural groups, educators should transform the curriculum as a whole to affirm diversity and honor multiple perspectives. Social studies, history, and literature classes are the most fertile grounds for this change." Dr. Vance thought this was the one area that scholars agreed upon. He said that multicultural education called for sweeping changes, and he believed that MCPS was making steady and creditable progress. The goals of multicultural education were diverse, but those most often cited included imparting more accurate and complete information, reducing prejudice and fostering tolerance, improving the academic achievement of minority students, building commitment to the American ideal as pluralism and democracy, and spurring action to make these ideals a reality. He hoped that Montgomery County was on the cutting edge in making those goals a reality.

Board members received a description of revised graduation requirements, a review of the K-5 social studies curriculum, the 6-8 curriculum, and the high school curriculum. The presentations emphasized the use of technology and the infusion of multiculturalism into the curriculum. The Board also received a brief description of the revised objectives for the Contemporary Issues course.

In regard to the Contemporary Issues course, Mr. Ewing said the outline spoke to a series of objectives and goals for students, and he did not have a quarrel with this. He thought the issue he had was with the first semester. The state had mandated that students should have a year of national, state, and local government, and it was his understanding that there was very little about state and local government in the first semester and nothing in the second semester. He asked what they expected

students to know about state and local government. Dr. Richard Wilson, coordinator of secondary social studies, replied that the structure and function of state and local government was similar in function to national government. Students were expected to know that the legislatures, judiciaries, and executive bodies were similar in purpose and function. They were expected to know that citizen involvement was similar at all levels.

It was Mr. Ewing's view that students who graduated from high school ought to have a clear idea about state and local government, how it worked and what their involvement could be. He was not sure that he would agree that the process and structure were the same, except in a very general sense. He would like to see much more instruction on state and local government because he believed that most people would find their lives were affected as much by state and local government as by national.

Mrs. Linda Spoales, teacher specialist, explained that it was hard to separate out national, state, and local and because of concurrent powers these were addressed all the time. She believed that many students developed an understanding of the governmental process. Students knew how the county budget directly affected their lives. They understood that drivers' laws were at the state level, and if they wanted that changed it did not do any good to talk to the federal government. Last year many students supported salary increases for teachers because they knew this funding was at a local level. When they taught economics and taxes, students were given decision models to decide what services would be provided for their taxes. She felt that a lot of students had a much better working knowledge of government than many adults.

Ms. Baker thanked staff for their presentation. As a student who had been in the honors program and had taken NSL classes, she saw where they wanted the curriculum to go. However, she had heard from students about learning what they needed to pass the functional test than about government. Federal government was the main focus of the Maryland test; therefore, state and local government were touched upon very lightly. She commented that Contemporary Issues was her favorite course because students were made to feel like adults because they were required to read the newspaper, follow the stock market, and discuss the economy. She was concerned that students did not care about state, local, and national government, and these students were the future of the United States. Students were not learning about government, just what was needed to pass the citizenship test. She thought that before they made any drastic changes in the curriculum, they had to make sure teachers were teaching the curriculum first.

Mr. Abrams said he shared some of the same concerns with regard to the emphasis on state and local. He recalled that there was a

program at Eastern on urban planning, and he asked if they had considered including a land use planning component in the national, state, and local government course. Dr. Wilson replied that they were planning to include that unit in eighth grade. Mr. Abrams thought it might be useful to think about adding that as well in the tenth grade program because land use to a large degree was uniquely local. He agreed that there was a lot of commonality among levels of government, but there were certain functions that were exclusive. If they focused on an exclusive function, it might help draw the distinctions rather than the similarities.

Ms. Gutierrez stated that she fully supported the approach of using more technology which would add a level of consistency to the curriculum across all the schools. She asked whether all schools had the technology and, if not, what kind of plan there was to have this implemented. Dr. Wilson hoped that all middle schools would have this by the end of next week. Ms. Gutierrez asked that the Board be kept informed on plans to expand this technology to other levels.

Ms. Gutierrez said she was hoping to have a clearer view of what the process was for identifying and evaluating curriculum and materials. She asked how this worked and how people would go about volunteering to evaluate materials. Dr. Lucinda Sullivan, director of the Department of Academic Programs, replied that some issues were brought to Academic Programs from the larger community. They worked with individuals to validate and decide whether changes needed to be made. All curriculum was piloted, and its effectiveness was evaluated. Dr. James Robinson and Mr. John Smith had been very active in bringing ideas and suggestions to staff. The Board had asked her department to review programs, and they had suggestions and concerns from the general community and students.

Dr. Joseph Villani, associate superintendent, asked whether Ms. Gutierrez was referred to curriculum or how instructional materials were reviewed. Ms. Gutierrez asked whether they had criteria. Ms. Sandra Days, supervisor of the evaluation and selection of instructional materials, explained that they had a policy handbook which was adopted by the Board in 1979 and was being updated because of changes in technology. A professional in MCPS was empowered to submit material to be looked at for curricula. A textbook had to go through a committee with a curriculum coordinator and be given to six teachers from different schools. Ms. Gutierrez inquired about a specific multicultural criteria, and Ms. Days replied that this was included in the 1986 update. She indicated that she would be happy to share this with the Ms. Gutierrez.

Ms. Gutierrez recalled that Dr. Gordon was very specific to the Board that if they had one thing to do to change attitudes and

behaviors of teachers would be to invest in staff development. She did not see where there were addressing staff development directly to support multicultural issues, not just social studies. She was looking for a discussion of gender and sexism as well. Dr. Sullivan said she had pointed out that Dr. Gordon had lauded their efforts in curriculum development initiatives, but he has asked that they augment the area of training. She did not want them to think about multiculturalism as only content integration. There were three or four deeper levels in terms of knowledge and prejudice reduction that were brought out in the training components. They did recognize that their training was not commensurate with development.

Ms. Gutierrez thought that they needed to formulate a policy. There were significant pieces missing out of their current approach. The state recommendations were a very valuable framework on how a policy needed to be specific in identifying the goals of multiculturalism and what curriculum issues were involved there. They had to include the instructional and the staff development issues and be specific on these. This pointed to the need for establishing that open criteria and resources. The most important one was planning with a timeline and a way of incorporating the views of the larger community. She knew that MCPS was doing a lot of very good things and had a head start on what the state was proposing; however, she did think that a policy, an articulation, and a plan would strengthen their efforts in multicultural education. She asked that they move forward with a policy formulation.

Mrs. Fanconi was impressed by the amount of material staff had included in their presentation. She had attended a conference where they had discussed attitudes and values placed on what children arrived in school with by using the Tucson project involving Hispanic students. She thought they could infuse multiculturalism in valuing who children were and why they had the beliefs they did. Not everyone came from the same background; therefore, each person brought a different perspective. She thought this was more valuable than a reading assignment or an activity separate from daily classroom work. The Tucson Project used the community to problem solve as a way of assisting children to understand about social studies.

Dr. Villani commented that this was the current formulation of multiculturalism. It was getting students to construct their knowledge which would promote action. They wanted to teach students to understand who they were because it had an impact on what they knew. By getting everyone to understand how he or she came to know and therefore must act on what they were and who they were, they had truly educated students so they could act and transcend their predispositions to view the world in a certain way because of past experiences.

Dr. Vance indicated that if the Board wanted a policy he would ask staff to prepare a policy analysis for discussion. He said he was most affected by the challenges developing a multicultural curriculum posed for Montgomery County. He was cautious about this. For example, which groups should the curriculum feature and why. There was a raging scholarly debate about that. Teaching about all was one point of view, teaching about a group in terms of numbers was another, and teaching the American experience was the third. Another challenge was how they helped students develop multiple perspectives on historical events. For example, what they called the Western Movement would be called the Northern Movement by Mexicans. If you were an Asian, it would be an Eastern Movement. If you were a Sioux Indian, it was the center of your universe. Another challenge was how to portray the various cultural groups which was a very sensitive issue. Many of the issues discussed were highly charged issues, and the challenge was to prepare the broader community and parents. Perhaps the biggest challenge was Mr. Ewing's question of how did they really know that students knew what they wanted them to know.

Mr. Ewing commented that one of the things that most concerned him about American life was that there was widespread alienation from government and other social institutions. The public had little confidence in the ability of government to function effectively. People were increasingly inclined to turn to their personal lives not the larger welfare of society as a whole. People were increasingly of the view that the larger decisions were decisions they could have much impact on. Although they did not have survey research from 50 years ago, he thought that the situation had changed dramatically. It seemed to him there was a connection between those attitudes and what was taught. The issues were deep in American government, history, and society, and they were growing deeper. They lived in a society in which their Constitutional structure represented compromise between two major values. One was to build a system that encouraged toleration of differences and at the same time provide for institutions that could take effective action based on common values. Those two were opposed, and society was engaged in an endless effort to reconcile them. He did not get this from these presentations, and yet he thought it was very important.

Mr. Ewing stated that social studies had at least two purposes. One was to increase knowledge and understanding, but it was also critical that they use social studies efforts to create effective citizens. If they did not, they would not have a future as a democratic society. There was a strong tendency in America to think that the government could not work; therefore, they needed a man on horseback to come in and run the country. Mr. Ewing thought that this was dangerous, and yet it was a very popular notion. American government was not necessarily intended to get things done quickly and efficiently. It was intended to be an

institution to provide that all interests were heard, listened to, and represented. Compromises were struck that made it possible to resolve issues in peaceful ways that did not lead to the rending of the fabric of society. Businessmen were often critical of government for being unable to get things done. He thought it was important for them to reflect these views in the curriculum.

Mr. Ewing would not want them to smother every issue, but there was a tendency to do that. When one looked closely at history, it was full of things that were not so attractive. If they wanted to be honest, they wanted to be sure students had an understanding. They ought not to just talk about the celebration of contributions. They should be honest with students and tell them that while people made contributions they also did terrible things. He thought that they needed to be very careful as they went about this business and not pretend that all was for the best in their curriculum. He said MCPS did a marvelous job of teaching and curriculum development, but as they looked at this arena and the issues of multiculturalism, there were vast traps and difficulties. This issue tore apart the New York City school system. While it was important for MCPS to purpose this, they had to be extremely careful.

It seemed to Mr. Ewing that they ought to pursue the matter of a policy on multiculturalism. He thought they ought to continue to pursue the subject of social studies curriculum because they needed to see world history and needed to do more with the first semester of national, state, and local government. They should talk about what research told them about what people thought about government and politics. The course also needed a bit more context before issues were raised.

In regard to Dr. Vance's comments, Ms. Gutierrez said they had to do some more thinking if they said they were doing multicultural education without those clear understandings of the conceptual and philosophical basis of multicultural education. They did need to address the hard issues. She cited the material used in the kindergarten presentation which showed the wagons moving across the prairie which was not a balanced perspective. She asked if someone looked at whether material was complete and appropriate when materials were selected. Dr. Dawn Thomas, coordinator of elementary school social studies, explained that part of the problem was that the materials were not there. She appreciated what Ms. Gutierrez was saying, and selection committees were sensitive to these issues. These materials were working their way down from the high school level to the elementary schools. Teachers would point out that this was the westward movement of Europeans and ask students about people who were already there. For fifth grade, they had found books written to include the Hispanic-American perspective, native

American perspective, and Asian-American perspective. Community members could help in this search for materials.

Dr. Cheung liked what he saw and heard in terms of the process for social studies. He also liked what Mr. Ewing was saying. They were living in society and talking about learning social interaction and social relations between people and organizations. He said that the framers of the Constitution had a different perception of democracy. They never envisioned professional politicians, and state and local government really fit into what they thought of as part-time public services. They were now encountering a loss of respect for public service. Another important aspect was lobbying which had changed. In Montgomery County, a lot of parents were public servants, and they had to look at this from the standpoint of social studies about the contribution of public servants to society in general. In terms of multiculturalism, Dr. Cheung asked if they were talking of the culture of the ethnic group in their country of origin or the culture of those who were Americanized. He agreed that they need to look at the Ellis Island experience, Angel Island, and native Americans. Who were the Americans? Dr. Cheung said that this was what made them the greater society and by recognizing that each group made some contribution. This made a beautiful mosaic. He thought they needed this kind of concept first and then develop the various pieces that fit into it. They wanted their children to be well rounded and live in American society, not living in an Asian society. It was not easy to balance this, and he appreciated the process and the approach that staff was taking.

RESOLUTION NO. 671-93 Re: APPROVAL OF REVISED OBJECTIVES FOR
CONTEMPORARY ISSUES

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

WHEREAS, The public school laws of Maryland specify that the county superintendent shall prepare courses of study and recommend them for adoption by the county Board (The Annotated Code of the Public General Laws of Maryland, Education [volume], Sec. 4-205); and

WHEREAS, The public school laws of Maryland also state that the county Board, on the written recommendation of the county superintendent, shall establish courses of study for the schools under its jurisdiction (Ibid., Sec. 4-110); and

WHEREAS, The Program of Studies is the document that contains all the prescribed curriculum elements, including instructional

objectives, of all MCPS curriculum programs and courses (MCPS Regulation IFB-RA Development and Approval of Curriculum and Supporting Materials); and

WHEREAS, Excellence in curriculum can be maintained only by continuing attention to the need for curriculum change; and

WHEREAS, The superintendent recommends that the Board approve these revisions; now therefore be

Resolved, That the Board of Education approve the revised instructional objectives for Contemporary Issues (renamed National, State, and Local Government B: Problems and Solutions) for publication in the Program of Studies as part of the MCPS curriculum to become effective in the 1993-94 school year.

For the record, Mr. Ewing made the following statement:

"I rarely abstain. On this one, I am just not satisfied that we have included the things that need to be included in National, State, and Local Government. I want to bring the matter back for further discussion perhaps focusing on the first semester."

RESOLUTION NO. 672-93 Re: MULTICULTURAL EDUCATION

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

Resolved, That the Board of Education request the superintendent to prepare a policy analysis in the area of multicultural education for discussion and input from the Board.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Dr. Vance stated that they had made an exciting start to the school year. It would be announced tomorrow that 118 MCPS students had been designated semifinalists in the 1994 National Merit Scholarship Competition. This was about 40 percent of the finalists in Maryland. Montgomery Blair had 41 semifinalists and was among only eight schools in the country having the highest number. This was an outstanding tribute to this county and current and past Boards of Education. He was proud of students, their parents, and staff.

2. Dr. Vance reported that on September 20 the Corporate Partnership would hold a press conference, and he urged Board members to attend. The Board would formally receive the report on September 20, and he looked forward to the recommendations of the partnership. He said that this was a ground-breaking effort.

At the same meeting, the Board would receive an interim report from the Long-range Planning Task Force regarding future directions for MCPS. He reminded the Board and the public of the September 20 hearing on the facilities policy. In addition, there would be three public forums on the operating budget on October 6, 14, and 20.

3. Ms. Baker said that last week the SMOBSAC were sent out to all secondary principals. She thanked Mrs. Gemberling and Dr. Vance for their help. To date she had received 16 responses, and she invited the Board to the first meeting on October 5 at 7:30 p.m. in the CESC auditorium.

4. Mr. Abrams recalled that when the Board had discussed school size he was troubled by a missing element. He suggested that staff might want to take a look at the implication of transportation on school size where it was provided by systems in terms of the size comparisons.

5. Mr. Abrams reported that there were new recommendations coming out for changes in the National School Lunch Program in terms of the kinds of commodities that the federal government will be providing or making available. He would like to get some comments back from MCPS staff as to what impact those changes might have on MCPS.

6. Mr. Ewing suggested that at some time in the future the Board should consider a fourth required course for graduation in social studies and a fourth science.

RESOLUTION NO. 673a-93 Re: CLOSED MEETINGS - SEPTEMBER 21 AND 27, 1993

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on September 21, 1993, at 7:30 p.m. to discuss personnel matters; and be it further

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on September 27, 1993, at 7:15 p.m. to discuss personnel, matters protected from public disclosure by law, and other issues including consultation with counsel to obtain legal advice; and be it further

Resolved, That these meetings be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501; and be it further

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

RESOLUTION NO. 673b-93 Re: MINUTES OF JULY 26, 1993

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

Resolved, That the minutes of July 26, 1993, be approved.

Re: REPORT ON CLOSED SESSION - AUGUST
30, 1993

On July 26, 1993, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on August 30, 1993, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Monday, August 30, 1993, from 9 a.m. to 10 a.m, from 1:10 p.m. to 2:10 p.m., and from 4 p.m. to 6:35 p.m. The meetings took place in Room 120 of the Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss the monthly personnel report, three appointments, and the status of new teacher hires; consult with their attorneys on two legal settlements; and adjudicate appeals. The Board discussed contract negotiations concerning MCEA. The Board also reviewed the bidding process for Damascus High School and copy machines. The Board was brought up to date on a site issue. The Board completed its evaluation of the superintendent for the 1992-93 school year and discussed the 1993-94 evaluation process. Actions taken in closed session were confirmed in open session.

In attendance at the closed session were Stephen Abrams, Melissa Bahr, Carrie Baker, Pat Barry, Giles Benson, Fran Brenneman, Carole Burger, Alan Cheung, Blair Ewing, Carol Fanconi, Thomas Fess, David Fischer, Phinnize Fisher, Hiawatha Fountain, Katheryn Gemberling, Bea Gordon, Zvi Greismann, Ana Sol Gutierrez, Richard Hawes, Marie Heck, Liz Johnson, Elfreda Massie, Brian Porter, Philip Rohr, Roger Titus, Paul Vance, Joseph Villani, William Wilder, and Mary Lou Wood.

RESOLUTION NO. 674-93 Re: ALLOCATION OF STAFF TRAINING FUNDS

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

Resolved, That the Board schedule a discussion of how school staff training funds were being allocated and used by schools.

Re: PROPOSED CONSIDERATION OF AMENDMENT
TO CLASS RANK POLICY

On August 30, 1993, Mr. Ewing moved and Ms. Baker seconded the following:

Resolved, That the Board schedule a discussion (in time for applications for fall of 1994) of a possible exception or amendment to the policy on class rank which would provide that each high school should have access to class rank information to submit directly to colleges so that students applying to colleges would not be at a disadvantage for either admission, honors program acceptance, or scholarships.

After Board discussion, this motion was restated.

RESOLUTION NO. 675-93 Re: CLASS RANK

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

Resolved, That in regard to class rank, the superintendent will have a report for the Board by September 27, 1993, on communications that have gone out to guidance counselors, students and parents on the current process and by the October 12 meeting there will be recommendations from the superintendent on whether there needed to be a change or whether there could be implementation of the recommendation on the distribution of grades and whether it would be sufficient for all purposes.

RESOLUTION NO. 676-93 Re: MODERN EDUCATIONAL TECHNOLOGY
CENTER

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

Resolved, That the Board schedule for discussion a proposal made by Rick Lane and David Rosenblatt, co-founders of the Modern Educational Technology Center, regarding the extent and nature of MCPS participation in the center.

Re: FAMILY LIFE AND HUMAN DEVELOPMENT

On August 30, 1993, Mr. Ewing moved and Mrs. Brenneman seconded the following:

Resolved, That the Board schedule time to review the implementation of that aspect of the family life and human development policy that deals with how students are assigned when their parents did not permit their participation including the timing of informed consent; and be it further

Resolved, That the Board discuss the potential for the development of an alternative family life course.

Re: A SUBSTITUTE MOTION BY MRS. FANCONI
(FAILED)

A substitute motion by Mrs. Fanconi to refer the topic of the development of an alternative course to the Family Life and Human Development Committee failed with Ms. Baker, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez voting in the affirmative; Mr. Abrams, Mrs. Brenneman, Dr. Cheung, and Mr. Ewing voting in the negative.

Re: FAMILY LIFE AND HUMAN DEVELOPMENT
(FAILED)

The following motion by Mr. Ewing failed of adoption with Mr. Abrams, Mrs. Brenneman, Dr. Cheung, and Mr. Ewing voting in the affirmative; Ms. Baker, Mrs. Fanconi, Mrs. Gordon, and Ms. Gutierrez voting in the negative:

Resolved, That the Board schedule time to review the implementation of that aspect of the family life and human development policy that deals with how students are assigned when their parents did not permit their participation including the timing of informed consent; and be it further

Resolved, That the Board discuss the potential for the development of an alternative family life course.

RESOLUTION NO. 676-93 Re: WAIVER OF LOSS OF CREDIT FOR
WHEATON HIGH SCHOOL

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

Resolved, That the Board of Education approve Wheaton's request for a change in policy related to loss of credit from five unexcused absences to three unexcused absences for those classes that are block scheduled.

RESOLUTION NO. 677-93 Re: BOE APPEAL NO. 1993-12

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1993-12, a curriculum matter.

RESOLUTION NO. 678-93 Re: BOE APPEAL NO. 1993-17

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1993-17, a student discipline matter.

RESOLUTION NO. 679-93 Re: BOE APPEAL NO. 1993-19

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1993-19, a discipline matter.

RESOLUTION NO. 680-93 Re: BOE APPEAL NO. T-1993-10

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-10, student transfer.

RESOLUTION NO. 681-93 Re: BOE APPEAL NO. T-1993-11

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-11, student transfer.

RESOLUTION NO. 682-93 Re: BOE APPEAL NO. T-1993-12

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-12, student transfer.

RESOLUTION NO. 683-93 Re: BOE APPEAL NO. T-1993-14

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

Resolved, That the Board of Education dismiss BOE Appeal No. T-1993-14, a student transfer, at the request of the appellants.

RESOLUTION NO. 684-93 Re: BOE APPEAL NO. T-1993-16

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

Resolved, That the Board of Education dismiss BOE Appeal No. T-1993-16, a student transfer, at the request of the appellants.

RESOLUTION NO. 685-93 Re: BOE APPEAL NO. T-1993-19

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-19, a student transfer.

RESOLUTION NO. 686-93 Re: BOE APPEAL NO. T-1993-13

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. T-1993-13, a student transfer.

Re: NEW BUSINESS

The following new business items were introduced:

1. Mrs. Fanconi moved and Ms. Gutierrez seconded the following:

WHEREAS, The agenda item on student suspensions did not include information specifically on special education students; and

WHEREAS, The special education intensity 4 and 5 was one of the factors that increased the risk for suspensions and that special schools have a very high rate of suspensions; now therefore be it

Resolved, That the Board of Education schedule a discussion of the analysis and interventions for special education students that are suspended both in regular education and special education schools.

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

Resolved, That the Board of Education schedule a discussion of the item the superintendent presented on a Board of Education community leadership award program.

3. Mrs. Brenneman moved and Ms. Gutierrez seconded the following:

Resolved, That the Board of Education schedule a discussion of the annual report on site-based management including a discussion of how well the present schools were doing, the training program, and how the training program was received.

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

Resolved, That the Board of Education request the superintendent and staff to review Policy BLC with regard to possible changes that would increase the use of mediation to resolve differences between parents and MCPS and make recommendations to the Board for necessary changes.

5. Mr. Ewing moved and Mrs. Gordon seconded the following:

Resolved, That the Board of Education schedule time to review the content of the first semester of the national, state, and local government course with a view to the possibility of changing it by (a) increasing local and state government content, (b) including data from survey research, public opinion polls, and mechanisms that produce them, and (c) including additional content on the role of interest groups and lobbyists in state and local government.

6. Mr. Abrams moved and Mrs. Gordon seconded the following:

Resolved, That the Board of Education schedule time to discuss giving preference to MCPS personnel in student transfer decisions.

RESOLUTION NO. 687-93 Re: ADJOURNMENT TO CLOSED SESSION

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

Resolved, That the Board of Education adjourn its meeting to a closed session at 6:35 p.m.

Re: OPEN SESSION

Dr. Cheung reconvened the open session at 6:40 p.m.

RESOLUTION NO. 688-93 Re: BOE Appeal No. T-1993-24

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

Resolved, That the Board of Education dismiss BOE Appeal No. T-1993-24, a student transfer, at the request of the appellants.

RESOLUTION NO. 689-93 Re: BOE APPEAL NO. T-1993-22

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

Resolved, That the Board of Education dismiss BOE Appeal No. T-1993-22, a student transfer, at the request of the appellants.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report

Re: ADJOURNMENT

The president adjourned the meeting at 6:45 p.m.

PRESIDENT

SECRETARY

PLV:mlw