

APPROVED  
1-1997

Rockville, Maryland  
January 14, 1997

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, January 14, 1997, at 10:00 a.m.

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

Absent:           None

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

RESOLUTION NO. 1-97                Re:    **APPROVAL OF AGENDA**

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

Resolved, That the Board of Education approve its agenda for January 14, 1997.

Re:    **BOARD/SUPERINTENDENT COMMENTS**

Dr. Vance announced that 13 MCPS students have been named semi-finalists in the Westinghouse Science Talent Search. The local students account for nearly 87 percent of the 15 semifinalists in Maryland, helping the state place fourth in the nation. Nine of the semifinalists attend Montgomery Blair High School with the remaining four students attending Damascus, Quince Orchard, Walt Whitman, and Thomas S. Wootton high schools. MCPS has also continued a tradition of excellence in the International Knowledge Master Open fielding teams that captured 1<sup>st</sup>, 3<sup>rd</sup>, and 8<sup>th</sup> places among 1,300 competitors. Montgomery Blair High School won first place; Walter Johnson High School won third place; and Richard Montgomery High School won eighth place. The catalog for Summer Search has just been issued and offers opportunities for students to pursue academic and personal development during the summer. Last year, 3,500 students participated in programs as near as Montgomery County and as far as Australia and Africa.

Mr. Ewing gave an update on the future search process. The eight themes developed at the Future Search Conference are the basis for eight groups working on expanding and making recommendations about those themes. The groups will meet in January and report back in April. The Board's Subcommittee of Long Range and Strategic Planning will submit a plan in draft form by end of the calendar year. He asked the superintendent to analyze and report back to the Board on the success at Sligo Middle School of African-Americans and Hispanics completing algebra in the eighth grade at a rate three times above the county's average. Mr. Ewing also stated that when the item on the Monthly Financial Report is scheduled for discussion, he hoped there would details on special education costs and specify what categories have increased and by how much. Finally, the Board should be prepared to discuss the exclusions from non-recurring costs with the County Council and County Executive.

Ms. Signer recently toured several MCPS facilities — warehouse, Shady Grove Depot, Division of Maintenance, and Food Services. It was terrific to see the employees, not just in the work they do every day, but the strategic planning they have done. She thanked Mr. Fischer, Dr. Raucher, Mr. Green, Mr. D'Sousa, Mr. Wilder, and Mr. Bensen for those tours. She also visited Gaithersburg High School, Gaithersburg Middle School, Washington Grove and Goshen elementary schools. There is a terrific group of principals and staff in that cluster, and she was very impressed with the instruction that is taking place.

Ms. Gutiérrez commented on the issues of parking in the Bethesda-Chevy Chase area. There has been a sustained effort by the students, staff, and community in finding appropriate solutions. There will be a meeting on January 15 to address the concerns and confusion as to the plans for allocating parking slots. She thanked the superintendent and staff for their complete assessment of the issues.

Mr. Felton thanked the Board for their time in attending the recent retreat as well as the meeting with the Montgomery County delegation. It is important to have an open dialogue with the delegation about issues pertaining to MCPS.

Re: **BLOCK SCHEDULING**

Dr. Vance invited the following people to the table: Dr. Joseph Dalton, principal, and selected staff, students and parents from Wheaton High School; Mr. Phillip Gainous, principal, Montgomery Blair High School; Dr. Richard Towers, principal, Albert Einstein High School; Mr. John Nori, project director of Middle School Instruction; Mr. Michael Glascoe and Mr. Matt Tronzano, directors of the Office of School Administration; Dr. Marlene Hartzman, director, Department of Educational Accountability; Dr. Mary Helen Smith, associate superintendent, Office of Instruction and Program Development; and Dr. Steven Seleznow, associate superintendent, Office of School Administration.

Dr. Vance stated that the impact of block scheduling has been researched, but it is all anecdotal. It indicates that block scheduling is superior or a more efficient model. Increasing in Montgomery County and across the nation, there is growing interest and satisfaction with block scheduling. In his recommendation, he requested that the Department of Educational Accountability and the Office of School Administration analyze the three schools implementing block scheduling and report back to the Board of Education.

Dr. Seleznow reported that block scheduling has increased around the country. As of 1993, about 23% of the nation's high schools had some form of block scheduling, and another 15% were considering it. It has been one of the more popular approaches to high school reform in the country. The empirical research is scarce at best, and most of the information is anecdotal. Therefore, the school system has been cautious in its recommendations to the Board because it must be certain that as MCPS moves forward with block scheduling, there is a strong empirical basis for that implementation. Currently, the plan is to monitor block scheduling, and that schools work closely with the office of School Administration as they consider block scheduling. There are, at least, two definitions of block scheduling: 4x4 (four full courses per semester) and A/B (courses for the entire semester that alternate with 90-minute periods every other day).

Dr. Dalton stated that there have been very positive effects since block scheduling, but not all increases many be attributed to block scheduling. Wheaton High School began thinking about block scheduling in 1992, using the state's Challenge Grant and looked at innovative models throughout the nation. Staff, parents, and students have been involved in the process of evaluating block scheduling since the beginning. The summer before implementation of block scheduling there was extensive training of teachers on how to utilize the longer class periods. During the first year, there were several options explored to modify the process for block scheduling. Wheaton High School is now in the role of teacher and model for other high schools considering block scheduling. There are no added costs; however, a bonus is that teacher absenteeism has been reduced by almost 40 percent for sick and personnel leave.

Ms. Gallagher, resource teacher at Wheaton High School, commented on the impact on the classroom and the revitalization of the teachers with block scheduling. The teacher must prepare to give more depth of information for the unit as well as more innovative teaching techniques. In a 45-minute class it is hard to come to closure on the material being taught, and this is especially true in lab classes. Block scheduling is very valuable for teachers and students since the teachers are empowered to spend more time with the students or use different media to involve the students in active learning.

Mr. Gainous reported that, as part of an Innovative High school Grant, Montgomery Blair High School began implementation of a block scheduling program in which a two-period

block is provided to ninth grade students for interdisciplinary instruction in English and social studies. Even though the program has been in effect for a short period of time, administrators are encouraged by the fact that the number of first quarter loss of credits for ninth grade students has been reduced from five percent to four percent from 1995-96 to 1996-97. Additionally, for the first quarter, ninth graders received fewer Ds and Es and fewer interim reports. Anecdotal information from the school staff is positive. Staff reports that disruptions and discipline referral problems are reduced, and they are better able to develop rapport with the students and to learn their needs and strengths more quickly.

Dr. Towers announced that Albert Einstein High School is planning to implement an alternating day block schedule model in September 1997 after its building is modernized. This decision was made after staff reviewed the literature, visited other school systems using block scheduling, and talked with outside consultants.

Mr. Felton extended his appreciation to all the presenters, especially the principals, teachers, and students. He thought block scheduling is a great approach, and he was pleased that the school system has a process in place where these options can be implemented, if desired. He asked for cost implications and options for students and teachers where it appears that block scheduling is not working. Mr. Dalton responded that when he spoke with his teachers, it was not 100 percent unanimous and teachers were anxious about the implementation and outcomes of block scheduling. However, those who were opposed to the concept are now accepting of block scheduling. Mr. Gainous agreed with Mr. Dalton about the fear of change within the instructional staff. Involvement and training of staff are essential for successfully executing block scheduling.

Mrs. King thought the whole concept is exciting. Block scheduling is not a concept that can be forced on a community. One of the concerns about longer periods is the attention span of students. Michael Setton, Wheaton High School student, responded that it depends on the teacher and how that teacher engages students in the learning process. She also asked questions on: (1) missing a class; (2) sequencing of classes; (3) doing homework; and (4) providing behavior management.

Mrs. Gordon was interested in the 4x4 block scheduling model and invited Dr. Stetson to address the Board. She asked if there was anything that would preclude schools in Montgomery County from using that model. Dr. Seleznow stated that one concern is the student mobility rate that could result in articulation problems. Dr. Stetson observed that most problems can be solved, i.e., set aside time with resource teachers to start a tutoring center. In terms of advanced placement, the course was continued for the entire year. The biggest crunch in a 4x4 model is scheduling and grade reporting.

Ms. Gutiérrez was impressed with the progress in block scheduling, and she applauded the innovation of those high schools implementing it or considering it. It was obvious to

her that the need for innovation and flexibility at the school level were essential for success. She pointed out that the Board should look at those things that would provide support and/or eliminate any barriers. She also wanted to know if the curriculum and sequencing should be changed to accommodate block scheduling, not only on a case-by-case basis but systemwide. She also asked about the computer support for scheduling and the impact on the school calendar. Dr. Seleznow responded that the central system is challenged to support school when innovative models are created; however, plans are underway to address those issues with more flexible software. He also stressed that training for staff is essential and would be a continuing fixed cost. Mr. Gainous felt that the curriculum does not need to be changed for block scheduling, but more detailed planning needs to be done by the teachers.

Ms. Prager asked about the fifth period at Wheaton High School. Dr. Dalton responded that they went from three lunches to two, and there is a wide range of classes taught every day including fifth period. Ms. Prager asked about the continuity of band, chorus, and foreign languages. Mr. Dalton stated that foreign language students take the course all year, but not every day and there is no problem. She asked about class size and block scheduling. Dr. Seleznow stated that it has been difficult to estimate a particular number or savings. Ms. Prager thought the 4x4 model would provide excellent opportunities for students, especially with eight courses in a school year.

Mr. Ewing observed that the evidence on block scheduling is anecdotal. Reported benefits include improved attendance by staff and students, lower drop out rates, gains in instruction time, and a reduced number of discipline problems. If these are consistent benefits, these are good reasons for undertaking block scheduling apart from academic achievement. The school system should know what the academic benefits, if any, may be; therefore, research on block scheduling is vital. He asked what MCPS' research plans were to gather common data and attempts to control for other factors. Secondly, the school system should look for opportunities to participate other research that is long term. The public is interested in what block scheduling will do for academic achievement, and if the answer is nothing or a negative outcome, it will not be popular. Dr. Hartzman assured Mr. Ewing that MCPS is collecting research data, and offers have been made to work with other school systems.

Dr. Cheung commented on block scheduling and it being a vehicle whereby teachers are doing more planning that improves instruction and better results. There is more individual attention to the students which increases expectations. He asked about self-learning by students. One student responded that he pays more attention in class because there is more information being delivered by the teacher.

Ms. Signer stated that she was a proponent of block scheduling, and asked about the impact of it on the role of the resource teacher. Ms. Gallagher responded that it has not

increased the general assignment but it has increased her counseling role to help staff as well as her advocacy role within the school. She stated that block scheduling empowers teachers because they have more control over activities in the school which eliminate distractions.

RESOLUTION NO. 2-97 Re: **BLOCK SCHEDULING**

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

Resolved, That the Board of Education authorizes the superintendent to allow schools that are interested in implementing a form of block scheduling to be encouraged to do so with both system-wide support and coordination.

RESOLUTION NO. 3-97 Re: **PROCUREMENT CONTRACTS MORE THAN \$25,000**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Prager, 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:

82-96 Supply and Delivery of Hardware Items - Extension

Awardee

MSF County Services Company \$ 65,000

87-97 Door Hardware, Closures and Exit Devices

Awardees

Ace Lock and Security Supply \$ 38,312  
Clark Security Products 14,164  
Taylor Security and Lock Company 71,309  
Total \$123,785

91-97 Automotive Shop Equipment Repair, Service and Parts

Awardees

Auto-Hydraulics Company	\$ 27,000
McCall Handling Company	2,000
Myco, Inc.	<u>10,500</u>
Total	\$ 39,500

## 162-97 Processed Meats

Awardees

Carroll County Foods, Inc.	\$ 14,199
Sandler Foods	13,352
Smelkinson/Sysco	<u>6,640</u>
Total	\$ 34,191

## 222-97 Media Center Supplies

Awardees

Brodart Company	\$ 15,350
Gaylord Brothers/Div. of the Croydon Company, Inc.	6,440
Integrity School Supplies	43,642 *
Kunz, Inc.	5,022
Frank Parsons Paper Company	23,217
School Specialty	1,189
USI, Inc.	5,185
Vernon Library Supplies, Inc.	28,354
Winnebago Software Company	<u>1,249</u>
Total	\$129,648

## 223-97 Typewriter Ribbons and Copier Toner

Awardees

Beyond Technology	\$ 5,592
Bye-Mo'r, Inc.	470
Interstate Office Supply	1,439 *
Landon Systems Corporation	212
Matrix Data	225 *
Nashua Corporation	155,791

	The Tree House, Inc.	1,752 *
	Wordex Corporation	<u>13,436</u>
	Total	\$178,917
224-97	Office Furniture	
	<u>Awardees</u>	
	Boise Cascade Office Products	\$ 47,313
	Douron, Inc.	150,244 *
	Mark Downs, Inc.	42,687
	Office Depot	1,585
	Systems Furniture Gallery, Inc.	<u>60,461</u>
	Total	\$302,290
	MORE THAN \$25,000	\$873,331

\* Denotes MFD vendors

RESOLUTION NO. 4-97

Re: **AWARD OF CONTRACTS FOR CHILLER  
REPLACEMENTS AT VARIOUS FACILITIES**

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

WHEREAS, Sealed bids for various maintenance projects to be funded from the Clean Air Act-Capitol Project were received on December 17, 1996, in accordance with MCPS procurement practices, with work to begin on January 15, 1997, and to be completed on or before May 30, 1997; and

WHEREAS, Details of the bid activity are available in the Department of Facilities Management; and

WHEREAS, The low bids are below staff estimates, and the low bidders meeting specifications have completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That contracts be awarded to the low bidders meeting specifications for the projects in the amounts listed below:



PROJECT  
AMOUNT

Chiller Replacement  
Stedwick Elementary School  
Low Bidder: EMD Mechanical Specialists      \$149,672

Chiller Replacement  
Maryvale Elementary School  
Low Bidder: Interstate Service Co., Inc.      103,410

RESOLUTION NO. 5-97      Re:    **REDUCTION OF RETAINAGE - STRATHMORE  
ELEMENTARY SCHOOL**

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

WHEREAS, Meridian Construction Company, general contractor for Strathmore Elementary School, has completed 90 percent of all specified requirements and requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, Massachusetts Bay Insurance Company, has consented to this reduction; and

WHEREAS, The project architect, Wanchul Lee Associates, P.C., recommends approval of the reduction; now therefore be it

Resolved, That the 10 percent retainage withheld from periodic payments to Meridian Construction Company, general contractor for Strathmore Elementary School, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal acceptance of the completed project.

RESOLUTION NO. 6-97      Re:    **REDUCTION OF RETAINAGE - SHERWOOD HIGH  
SCHOOL**

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

WHEREAS, ServiceMaster Construction Services, general contractor for the Sherwood High School Phase II addition project, has completed 90 percent of all specified

requirements, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, National Fire Insurance Company of Hartford, has consented to this reduction; and

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

Resolved, That the 10 percent retainage withheld from periodic payments to ServiceMaster Construction Services, general contractor for the Sherwood High School Phase II addition project, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal acceptance of the completed project.

RESOLUTION NO. 7-97

Re: **CHANGE ORDER OVER \$25,000 - ALBERT EINSTEIN  
HIGH SCHOOL STADIUM BLEACHERS**

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

WHEREAS, The Albert Einstein High School modernization project's bid alternate for the stadium bleachers was over budget; and

WHEREAS, The project architect and staff have been working with the manufacturer to reduce the cost of the bleachers; and

WHEREAS, A revised price has been received that is below the initial bid alternate cost; and

WHEREAS, The project architect and staff have reviewed the revised price and recommend its acceptance; now therefore be it

Resolved, That a change order in the amount of \$278,000 for the stadium bleachers be added to The Gassman Corporation's contract for the modernization of Albert Einstein High School.

RESOLUTION NO. 8-97

Re: **MONTHLY PERSONNEL REPORT**

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

Resolved, That the Board of Education approves the report dated January 14, 1997.

RESOLUTION NO. 9-97

Re: **DEATH OF MRS. CARMEN M. CARMOUZE,  
INSTRUCTIONAL ASSISTANT AT TAKOMA PARK  
ELEMENTARY SCHOOL**

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

WHEREAS, The death on December 7, 1996, of Mrs. Carmen M. Carmouze, instructional assistant at Takoma Park Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Carmouze had been a loyal employee of Montgomery County Public Schools and a member of the instructional support staff for more than four years; and

WHEREAS, Mrs. Carmouze showed great care and concern for students and initiated more ways to support children and their parents; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Carmen M. Carmouze and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 10-97

Re: **DEATH OF MRS. LINDA K. LEE, MEDIA ASSISTANT  
AT RONALD A. MCNAIR ELEMENTARY SCHOOL**

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

WHEREAS, The death on November 20, 1996, of Mrs. Linda K. Lee, media assistant at Ronald A. McNair Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the more than 22 years that Mrs. Lee had been a member of the staff of Montgomery County Public Schools, she had made valuable contributions to the school system; and

WHEREAS, Mrs. Lee always gave of her personal time as well as property to create a healthy, safe, and positive learning environment; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Linda K. Lee and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 11-97                      Re:    **DEATH OF MRS. BERNICE O. ST. MARK, CAFETERIA WORKER I AT MONTGOMERY KNOLLS ELEMENTARY SCHOOL**

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

WHEREAS, The death on January 4, 1997, of Mrs. Bernice O. St. Mark, cafeteria worker I at Montgomery Knolls Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. St. Mark had been a loyal employee of Montgomery County Public Schools and a member of the cafeteria staff for seven years; and

WHEREAS, Mrs. St. Mark was extremely conscientious and worked effectively with students and co-workers; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. St. Mark and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 12-97                      Re:    **RECOMMENDED RESOLUTION FOR EXTENDED SICK LEAVE**

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

WHEREAS, The employee listed below has suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employee's accumulated sick leave has expired; now therefore be it

Resolved, That the members of the Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated.

<u>Name</u>	<u>Position and Location</u>	<u>No. of Days</u>
Rivas, Zoila	Cafeteria Worker Rosemont Elementary School	10

## RESOLUTION NO. 13-97

Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective February 1, 1997:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Beverly S. McNulty	Principal, Dothan Technology Center, Dothan City Schools	Principal, Thomas Edison High School of Technology

## RESOLUTION NO. 14-97

Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective January 15, 1997:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Alice M. Farling	Assistant Superintendent, Division of Special Services Schaumburg Community Consolidated School District 54	Coordinator, Division of Assurance and Compliance

The Board recessed for lunch and closed session from 12:15 to 1:50 p.m.

Re: **PUBLIC COMMENTS**

The following people appeared before the Board :

	<u>Person</u>	<u>Topic</u>
1.	Fred Evans	High School Principals
2.	Ross Weisiger	Human Rights Policy
3.	Chris Lloyd	MCPS TV Policy
4.	Mel Raff	Media Specialists
5.	Andrea Stuart	MCPS TV Policy
6.	Susan Barton	Media Specialists
7.	Lawrence deBivort	Media Specialists
8.	David Elseroad	Media Specialists

9. Judith Koenick

RESOLUTION NO. 15-97

Re: **RECOMMENDATIONS TO CHANGE ADEQUATE PUBLIC FACILITIES ORDINANCE/ANNUAL GROWTH POLICY**

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

WHEREAS, A review of the Annual Growth Policy test for school adequacy shows that the test provides too great a degree of flexibility in favor of development, and this has resulted in clusters where schools are seriously overutilized while passing the AGP schools test; and

WHEREAS, The frequent public testimony concerning schools clearly indicates that there is a lack of acceptance in the community of the use of 110 percent school utilization as one component of the AGP schools test; and

WHEREAS, Even with a modification of the AGP schools test to use 100 percent school utilization instead of 110 percent, there will continue to be considerable flexibility in the test as a result of the component of this test that looks to capacity in adjacent clusters which assumes the possibility of boundary changes; now therefore be it

Resolved, That the County Council, county executive, and the Planning Board be advised that the Board of Education requests that the Annual Growth Policy test for school adequacy be modified to use 100 percent utilization as the maximum allowable in tests of cluster capacity; and be it further

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

Mr. Ewing pointed out that the transmittal letter of the recommendations to change the Adequate Public Facilities Ordinance/Annual Growth Policy should make it clear that the Board has not taken a stand on the virtues of growth in the county, but that it is difficult for the Board to plan and operate under the present 110% utilization of school facilities.

Re: **FINAL ACTION ON THE POLICY JGA, STUDENT DISCIPLINE, AND POLICY JFA, STUDENT RIGHTS AND RESPONSIBILITIES**

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

WHEREAS, In August 1994 the superintendent published a new Regulation JFA-RA, *Implementation Guidelines of Student Rights and Responsibilities*, to replace the Staff Implementation Guidelines of Section M of the Policies and Regulations Handbook, and at the same time published *A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools* for students; and

WHEREAS, On March 14, 1995, the Board of Education reviewed an analysis of the policy section of the student rights and responsibilities document and requested the preparation of a separate policy on discipline using the Statement of Discipline that had been appended to the policy section of the *Student Rights and Responsibilities* document as a framework; and

WHEREAS, On December 12, 1995, the Board of Education discussed a new policy on discipline and an updated draft of the *Student Rights and Responsibilities* policy and took tentative action on both; and

WHEREAS, The Board of Education requested that the tentatively adopted policies and comments made by the Montgomery County Education Association (MCEA) be sent out for public comment; and

WHEREAS, On April 10, 1996, the Board of Education discussed comments and postponed final action on both policies; requested staff assistance to develop a matrix of the public comments to assist Board members in their decision-making; and requested that the superintendent recommend changes and additions that he believes are appropriate and reschedule both policies for final action; and

WHEREAS, on October 21, 1996, the Board of Education reviewed the public comments matrix, the Student Discipline Workgroup report, and recommendations from the superintendent, and held a discussion with major stakeholders regarding the draft policies on *Student Discipline* and *Student Rights and Responsibilities*; now therefore be it

Resolved, That the Board of Education take final action to adopt Policy JGA, *Student Discipline*; and be it further

Resolved, That the Board of Education take final action to adopt Policy JFA, *Student Rights and Responsibilities*.

RESOLUTION NO. 16-97

Re: **AMENDMENT TO POLICY JGA**

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

Resolved, That the Board of Education amendment Policy JGA, Section C. 1. b) to read:

Classroom models should put children's **needs** at the center of decisions about classroom management and problem-solving.

RESOLUTION NO. 16(a)-97

Re: **AMENDMENT TO POLICY JGA**

On motion of Ms. Gutiérrez and seconded by Mrs. Gordon, the following amendment was adopted unanimously:

Resolved, That the Board of Education amendment Policy JGA, Section C. 2. d) to read:

Each school will maintain a local school discipline policy developed **and reviewed regularly** with the active involvement of parents, students, and staff.

RESOLUTION NO. 17-97

Re: **AMENDMENT TO POLICY JFA**

On motion of Ms. Gutiérrez and seconded by Mrs. Gordon, the following amendment was adopted unanimously:

Resolved, That the Board of Education amendment Policy JFA, Section 16. (3) to read:

The **staff is** expected to do the following:

Re: **AN AMENDMENT BY MS. GUTIÉRREZ TO POLICY JFA (FAILED)**

On motion of Ms. Gutiérrez and seconded by Mr. Ewing to add (in bold) "Communicate with appropriate staff about administrative disciplinary actions and interventions, **as required by applicable state law.**" in Section 16. (4)(b) failed with Dr. Cheung, Mr. Ewing, Ms. Gutiérrez, and Ms. Prager voting in the affirmative; Mr. Felton, Mrs. Gordon, Mrs. King and Ms. Signer voting in the negative.

RESOLUTION NO. 18-97

Re: **CALL THE QUESTION**

The motion to call the question of Dr. Cheung and seconded by Mrs. King was adopted with Dr. Cheung, Mr. Felton, Mrs. Gordon, Mrs. King, Ms. Prager, and Ms. Signer voting in the affirmative; Mr. Ewing and Ms. Gutiérrez voting in the negative.

Mr. Ewing requested that the question be divided.



RESOLUTION NO. 19-97

Re: **FINAL ACTION ON THE POLICY JFA, *STUDENT RIGHTS AND RESPONSIBILITIES***

On recommendation of the superintendent and on motion of Mrs. King seconded by Ms. Gutiérrez, the following resolution was adopted with Dr. Cheung, Mr. Felton, Mrs. Gordon, Mrs. King, and Ms. Signer voting in the affirmative; Mr. Ewing, Ms. Gutiérrez, and Ms. Prager voting in the negative:

WHEREAS, In August 1994 the superintendent published a new Regulation JFA-RA, *Implementation Guidelines of Student Rights and Responsibilities*, to replace the Staff Implementation Guidelines of Section M of the Policies and Regulations Handbook, and at the same time published *A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools* for students; and

WHEREAS, On March 14, 1995, the Board of Education reviewed an analysis of the policy section of the student rights and responsibilities document and requested the preparation of a separate policy on discipline using the Statement of Discipline that had been appended to the policy section of the *Student Rights and Responsibilities* document as a framework; and

WHEREAS, On December 12, 1995, the Board of Education discussed a new policy on discipline and an updated draft of the *Student Rights and Responsibilities* policy and took tentative action on both; and

WHEREAS, The Board of Education requested that the tentatively adopted policies and comments made by the Montgomery County Education Association (MCEA) be sent out for public comment; and

WHEREAS, On April 10, 1996, the Board of Education discussed comments and postponed final action on both policies; requested staff assistance to develop a matrix of the public comments to assist Board members in their decision-making; and requested that the superintendent recommend changes and additions that he believes are appropriate and reschedule both policies for final action; and

WHEREAS, on October 21, 1996, the Board of Education reviewed the public comments matrix, the Student Discipline Workgroup report, and recommendations from the superintendent, and held a discussion with major stakeholders regarding the draft policies on *Student Discipline* and *Student Rights and Responsibilities*; now therefore be it

Resolved, That the Board of Education take final action to adopt Policy JFA, *Student Rights and Responsibilities*.

## **Student Rights and Responsibilities**

### **A. PURPOSE**

To establish those student rights and responsibilities that are most directly involved in the educational process and that foster student involvement in that process

### **B. ISSUE**

One of the goals of school systems throughout the United States is the development in students of an appreciation of the democratic way of life. This is also one of the goals of education of the Montgomery County Public Schools. An appreciation of the democratic way of life must include the study of our national heritage and, to the fullest extent possible, opportunities for students to exercise their rights and assume their responsibilities as citizens.

Another primary task of the school is to create a stimulating learning climate for all students. Two essential factors in such a learning climate are the active involvement of students in their education, including the planning and evaluation thereof, and the fostering of a spirit of inquiry where students may freely express their own views within the framework of discourse acceptable in a civilized society and listen to and evaluate the opinions of others.

The effective implementation of this policy requires an exercise of good faith on the part of the Board of Education, staff, students, and parents in a common effort to achieve an appropriate balance of rights and responsibilities. It is necessary to maintain an atmosphere of mutual respect including respect for legally constituted authority, and a learning climate such that each individual may take maximum advantage of the learning opportunities and may realize as fully as possible his/her true worth and his/her capacity to make a positive contribution to society. The proper exercise of the rights enumerated in this document is a responsibility. By accepting the right to be involved in shaping the educational system, the student takes on part of the responsibility for the quality of that system.

### **C. POSITION**

This policy applies to all students enrolled in MCPS. Eighteen-year-old students may assume the rights of majority where applicable. All students will be expected to act responsibly and encouraged to exercise their rights maturely. Elementary students will be provided the opportunity to learn about their rights and responsibilities and the mature exercise of these rights through classroom

discussion and counseling, as needed. Modifications of actions, are suggested to accommodate elementary age students.

This policy should not be interpreted as being all-inclusive. The student has rights guaranteed by the Constitution and the law that are not reiterated here. Basic among these Constitutional rights is the concept that all persons are presumed innocent until proven guilty. There are also some limitations on student rights that are not elaborated here. One basic limitation is that the exercise of rights by one individual or group may not infringe on the rights of another individual or group. Other limitations are found in state law, bylaws of the State Board of Education, and policies of the Montgomery County Board of Education.

1. Free Public Education

All students who are 5 years old or older and under 21 are entitled to a free, public education, subject to other provisions of state law and the bylaws, rules, and regulations of the Maryland State Board of Education and of the Board of Education of Montgomery County.

2. Student Participation

a) Planning Classroom Activities

Students have the right and shall be encouraged to make suggestions and recommendations concerning course offerings, course content, and instructional materials used. Such participation shall not abridge the curricular requirements of the State of Maryland and the Montgomery County Public Schools' *Program of Studies*.

b) Assembly Programs

(1) Students and faculty shall work jointly on selecting, planning, and conducting assembly programs.

(2) The principal is responsible for determining that the choice of topics and speakers is consistent with *MCPS Goals of Education*, and the principal shall determine whether attendance shall be voluntary or required.

c) Student-planned Educational Programs

(1) Programs Scheduled Outside the School Day

- (a) Students, in consultation with faculty advisors, may hold voluntary programs of interest to students outside of the school day.
  - (b) Students, in consultation with appropriate school administrators, shall have the primary responsibility for the nature, content, planning, and conducting of these programs.
  - (c) These programs may be disapproved by the principal only if the activity or content is in violation of law or Board of Education policy or poses a potential threat to the health and/or safety of students.
- (2) Programs Scheduled During the School Day
- (a) Students, in consultation with faculty, may organize seminars or short courses of study on selected topics during the school day as alternatives or additions to the regular school program, subject to the approval of the principal.
  - (b) Students shall participate in the selection of appropriate topics and speakers.
  - (c) The principal has the responsibility for assuring that there has been planning for a balanced presentation on controversial topics.
- d) Development of Policies, Programs, and Rules

Students, through their elected student government or other authorized student organizations, have the right and responsibility to participate in the development and the revision of major MCPS and local school policies, programs, and rules which affect them. They further have the right to be notified reasonably in advance of the date of establishment of such policies and rules. Notification of these policies and rules shall be the responsibility of the school administration.

3. Rights of Privacy

Student privacy interests shall be respected. Therefore, to preserve legitimate expectations of privacy in the student's personal and home life, no student shall be required to reveal, as part of the instructional program, matters relating to his/her personal life, those of his/her family, or his/her status within the family.

4. Attendance

The state compulsory attendance law governs all children who are five years old or older and under sixteen, and provides penalties for parents and others who permit or encourage unexcused absences.

Except when ill or excused, all students have a responsibility to attend their scheduled classes and other required activities throughout the school day. At all grade levels, it is the student's responsibility to make up the work missed regardless of the reason for the absence.

At grade levels 9 through 12, unexcused absences will result in the consultation with school administrators and/or specialists, teachers, parents, and the student, and may result subsequently in loss of credit and failure, recorded as such on the report card. Additionally, this failing grade will be computed into the grade point average.

5. Student Government

- a) Students have the responsibility and the right to establish and participate in student government organizations.
- b) Recommendations made to the school administration by the student government organization shall receive a reply, either written or oral, within five school days. If the recommendations are extensive or complicated, the school administrator and student government shall mutually establish a reasonable time for either an oral or written response. The response shall give specific reasons in case the recommendations are not adopted or are modified.
- c) The powers and scope of the student government shall be written in a constitution. This constitution shall be prepared by students with the advice of the school administration. The constitution or any part may

not be disapproved when proposed nor subsequently abridged by the principal unless it specifically violates law or Board of Education policy or may substantially interfere with the effective operation of the school. The reasons for such abridgement must be stated in writing. The principal's decision may be appealed.

- d) Any student legally enrolled in a school and academically eligible may run for and hold office in student government at that school. Elected students must remain academically eligible during their terms of office.
- e) Student government organizations shall receive the support of school authorities with respect to use of supplies and equipment, access to bulletin boards and public address systems, and permission to use appropriate rooms during class periods, and the members of such organizations shall be granted hall passes and lawful absences, when appropriate, by the school administration, insofar as these supports and special privileges can be justified as necessary for the conduct of student government business and are not an undue burden on school resources or the instructional program.
- f) The student government executive committee, advisor, and principal shall confer regularly regarding progress and mutual concerns of the student government organization.
- g) Each year, in the spring, the student government executive committee shall have the opportunity to make recommendations to the principal regarding the appointment of an advisor for the following year. The final appointment decision shall rest with the principal.

6. Freedom of Inquiry and Expression

- a) Speech
  - (1) Students shall have the right and opportunity to examine any significant aspects of the topics presented in their courses; class discussions shall include a variety of viewpoints and must permit student expression of individual views on the topics at hand.

- (2) Students have a responsibility to permit differences of opinion and shall not interfere with the right of individuals to hold and express their own views.
- (3) Students have a responsibility to avoid the use of vulgar and abusive language which detracts from a positive learning and working environment, and which is inconsistent with the goal of maintaining an atmosphere of mutual respect.

b) Petitions

- (1) Students may circulate petitions for signature at all times except during classes and assemblies.
- (2) If petitions are presented by students to school authorities, students shall have the right to have their petitions considered and to receive replies within five school days.
- (3) The circulation of a petition may be disapproved or halted by the school administration based on the criteria in Section 6.c.(3)

c) Publications - Print and Non-print

- (1) School-sponsored Publications
  - (a) School-sponsored publications such as newspapers, yearbooks, and literary magazines shall be encouraged.
  - (b) Students have the right to decide on the content of school-sponsored publications subject to the requirements of these guidelines. The teacher-advisor shall provide direction and guidance on grammar, format, suitability of materials, and literary taste and shall not allow the use of any material that is derogatory to any individuals.
  - (c) School newspapers must provide an opportunity for members of the school community to express a variety of viewpoints.

- (d) All advertisements are subject to the following criteria which shall be applied by the teacher-advisor in determining whether to permit inclusion of such advertisements in school-sponsored publications:
  - (i) Use of advertisements containing the names and pictures of persons who are not public figures<sup>1</sup> or containing company trademarks must be authorized.
  - (ii) Advertising must be identifiable or be labeled as an "advertisement" and must be submitted under the name(s) of the individual(s), the name of the corporation or, in the case of unincorporated associations or organizations, the names of the officers sponsoring the advertisement; and
  - (iii) When practicable, as where advertisements appear in a separate section of the publication, the section shall be preceded with a statement indicating that the advertising does not reflect the viewpoint or policies of the editors, the school, or the Board of Education.
- (2) Publications Produced Without School Sponsorship
  - (a) Students may distribute in school, during the school day, publications that are not school-sponsored provided:
    - (i) They bear the name of the sponsoring organization or individual
    - (ii) Publications that are sold are published by students enrolled in Montgomery County Public Schools

---

1

Public figures, in general terms, can be defined as those persons who by reason of the notoriety of their achievements, or the vigor and success with which they seek the public's action, are properly classified as public figures. The term also encompasses those persons who hold governmental office. In some instance, individuals may voluntarily inject themselves or be drawn into a particular public controversy and thereby become public figures for a limited range of issues. Some individuals may receive such pervasive fame or notoriety that they become a public figure for all purposes and in all contexts.



- (iii) The time, place and manner of distribution<sup>2</sup> have been agreed upon by students and administration in advance of distribution
  - (b) The students have a right to be informed by the principal or his/her designee of any policy or procedure regarding distribution of publications that are not school-sponsored.
  - (c) Posters and Similar Materials--students may display posters and similar materials on designated bulletin boards and wall space normally used for posting materials
- (3) All Materials of Communication and Expression
- (a) Materials, including advertisements submitted for a school-sponsored publication, shall be rejected or distribution of publications by any student shall be halted by the principal if
    - (i) The materials, as a whole or in significant part, through depiction or description, encourage actions that endanger the health or safety of students, including, but not limited to, the unlawful or excessive use of alcohol or drugs; provided, however, that this guideline shall not preclude publication or distribution of materials containing responsible debate or discussion
    - (ii) The material is obscene, in that it depicts or describes sexual conduct and meets all three of the following criteria:
      - (aa) An average person applying contemporary community standards would find that the material, taken as a

---

2

Distribution means dissemination of publications to students at a time and place of normal activity or immediately prior or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the publication in areas of the school which are normally frequented by students.

- whole, appeals to the prurient interest in sex
- (bb) The material depicts or describes in a patently offensive way actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, sado-masochistic abuse, excretory functions, or lewd exhibition of the genitals
  - (cc) The material, as a whole, lacks serious literary, artistic, political, or scientific value
  - (iii) The material is libelous, in that it includes any unprivileged, false, and malicious material which by printing, writing, signs, or pictures tends to expose an individual to public scorn, hatred, or ridicule, done knowingly and/or recklessly and/or negligently (A false statement about a public official, one who holds an elected or appointed public office, or a public figure, one who either seeks the public attention or is well known because of his/her achievement is considered libel if published with actual malice; that is, the writer knew the statement was false or published it with reckless disregard for the truth. A false statement about a private individual is considered libel if it is published willfully or negligently in that the writer knew it was false or failed to exercise the care a reasonably prudent person would exercise to verify its truthfulness.)
  - (iv) The material causes or may be reasonably expected to cause<sup>3</sup> substantial disruption of school activities

---

3

The following factors, among others, may be considered in determining whether there is a reasonable expectation of substantial disruption to school activities: the frequency, severity, and proximity in time of previous disruptions; previous incidents at the school or among students related to the same or similar subject matter; and number of reports and credibility of reports concerning possible or planned future disruptions.

- (b) If the distribution is halted, the principal shall meet with the students involved and issue his/her decision in writing within two (2) school days stating his/her reasons. A copy shall be provided to the students making the distribution and to the Office of School Administration.
- (c) If any material is rejected for publication by the teacher-advisor, an appeal may be taken immediately to the principal who shall meet with the students involved and issue a decision in writing, within two (2) school days, providing a copy to the students bringing the appeal and a copy to the Office of School Administration.

7. Freedom of Assembly

- a) Students have the right to organize and assemble for discussion of issues critical to them and to demonstrate peacefully.
- b) The time and place of these assemblages shall be cooperatively established with the principal, with consideration given to the rights of all students.
- c) The principal may require that the activity be held before school, during lunch time, or after the end of the school day if he/she has reason to believe that holding it during school hours would interfere with the regular school program.
- d) Students organizing such activities are responsible for taking all reasonable steps to see that they are conducted in an orderly manner.
- e) Students who participate in assemblies held as described in a) through d) above shall be excused from classes during the time the activity is scheduled.

8. Patriotic Exercises

- a) Students shall have the opportunity to participate in and/or observe patriotic exercises in their schools.

- b) No student shall be required to say a pledge, sing an anthem, or take part in patriotic exercises.
- c) Students shall not interrupt the participation of other students in patriotic exercises.

9. Freedom of Religion

- a) Schools shall not conduct religious exercises nor sanction or support any particular religious beliefs or practices.
- b) Students have the right to observe their own religious beliefs and practices in school, provided the practices do not violate the rights of others nor disrupt or interfere with school activities.

10. Cocurricular Organizations

- a) Students shall have the right to form and participate in clubs, teams, and student organizations.
- b) Student organizations that conduct activities on school grounds must obtain authorization from the principal and must have faculty supervision, or such other adult supervision as may be approved by both the students and the principal.

11. Use of School Facilities

- a) Authorized student organizations shall have access to school facilities, equipment and communications resources, including the use of bulletin boards, the school public address system, and school duplication equipment, subject to reasonable limitations of time and expense.
- b) Non-school sponsored, student-initiated groups will have a fair opportunity to conduct a meeting or other activity permitted to extracurricular, school-sponsored groups.
- c) Reasonable requirements for prior notice and the care and maintenance of resources shall be observed by all student organizations.

12. Nondiscrimination

- a) Students have the right to equal and nondiscriminatory treatment in regard to participation in school-sponsored organizations, the awarding of grades, and enforcement of school regulations, regardless of race, gender, religion, disability, ethnic origin, economic status, or for any other reason except as provided by law or by requirements reasonably related to the purpose of the activity.
- b) School-sponsored student organizations have the right to equal and nondiscriminatory treatment in decisions regarding enforcement of school regulations.

13. Dress and Grooming

Student dress and grooming are the primary responsibility of students and their parents, except in situations where the standard of dress and grooming is a reasonable requirement of a course or activity, is necessary for reasons of health and safety, or disrupts school proceedings. The local school discipline policy shall address school community standards for dress and grooming.

14. Student Records

- a) Students and their parents, together or separately, have the right to review students' cumulative school records in conference with appropriate school personnel, who shall explain and interpret their contents if requested.
- b) Students who have reached the age of 18, or younger students who have the written permission of their parents or are accompanied by their parents, may examine their confidential records and health records, provided the appropriate school or health department official is present to explain and interpret these records if requested.
- c) Students and their parents have the right to challenge for cause any material in students' educational records and to present evidence or argument that such material should be changed or removed. The appropriate school official may decide through an informal conference whether the challenged material is to be changed or removed. That decision is subject to a formal hearing.
- d) Students who have reached the age of 18, or younger students who have the concurrence of their parents, must give written permission

to the school before that school may provide student records to employers, colleges, and other persons outside the school system.

- e) Access to information contained in students' records shall be limited to those who have the consent of parents or eligible students, to officials specifically permitted in the law (such as MCPS officials), to officials of other schools in which students seek to enroll, to local, state, and federal officials under certain conditions and for specific purposes, and by court order.
- f) In all cases, access to student records by school personnel shall be based on a legitimate need to know for purposes relating to the student's education.

15. Search and Seizure

- a) A principal, assistant principal, or security assistant may make a reasonable search of a student on the school premises or on a school-sponsored activity if he/she has a reasonable belief that the student has in his/her possession an item, the possession of which is a criminal offense under the laws of this state or a violation of any other state law or a rule or regulation of the county board of education. The search must be made in the presence of a third party who is of majority age.
- b) A principal, assistant principal, or security assistant of a public school may make a search of the physical plant of the school and its appurtenances including the lockers of students. The right of these school officials to search lockers must be previously announced or published within the school.
- c) Items/property that are deemed to cause significant disruption to the school environment or are illegal shall be confiscated by school personnel. Any confiscated property belonging to a student must be returned to the student or his/her parents within a reasonable time, except as required by law or by consideration of safety for students and staff.
- d) At the time a student is searched the student shall be informed of his/her right to appeal the legality of the search.

## 16. Discipline

- a) The cooperation of many people is necessary to establish and maintain a positive learning environment in each school. Each member of the school community must assume certain responsibilities in order to assure that the rights of all are protected. All students and staff have a right to learn and work in schools and classrooms that are characterized by mutual respect and that are free from disruptions. The following responsibilities and rights are not all inclusive but rather relate specifically to school discipline:
- (1) The student has the right to a public school education in an environment conducive to learning. He/she is expected to do the following:
    - (a) Attend school and classes every day, arrive on time, and fulfill, to the best of his/her ability, the course objectives
    - (b) Understand and observe the rules of the school
    - (c) Recognize that there are channels through which rules or conditions can be studied or questioned and realize that he/she must use those channels
    - (d) Participate in the development of school rules in keeping with his/her maturity level
  - (2) The parent has the right to expect that the school will address the learning needs of his/her child in an equitable way, respecting the individual differences of children. The parent has the right to be informed of his/her child's progress and of areas where closer home-school cooperation is needed. The parent is expected to do the following:
    - (a) Send his/her child to school every day, on time, and prepared to work
    - (b) Respond to communications from the school pertaining to his/her child

- (c) Cooperate with school staff in solving behavioral problems
  - (d) Develop in his/her children respect for the rights and property of other people
  - (e) Understand and support the fair, consistent administering of school rules and policies
  - (f) Become more involved in the school life of their children
- (3) Staff have the right to work in a safe and respectful atmosphere that fosters satisfaction in his/her work with the support and guidance of the administration in maintaining high professional standards. Staff are expected to do the following:
- (a) Work with students so they understand the objectives of the course and what they are expected to learn
  - (b) Help the student realize that as an individual he/she is important and that, as a group member, he/she should act in a responsible way
  - (c) Encourage and help the student to understand and support the rules of the school and to participate in formulating rules relating to him/her and his/her role in the school
  - (d) Know and enforce consistently and fairly the rules and policies of the school
  - (e) Use a continuum of behavioral and educational interventions appropriate for age, background, and level of maturity in fostering appropriate behavior and dealing with inappropriate behavior in students
  - (f) Confer with parents and other school personnel in an effort to help students who present behavioral problems
- (4) The principal has the right to expect the cooperation of staff, students, and parents as he/she seeks to facilitate the



fulfillment of the school's function as an educational institution. The principal or his/her designee is expected to do the following:

- (a) Make known and interpret to students, parents, and staff the systemwide and local school discipline policies
  - (b) Communicate with appropriate staff about administrative disciplinary actions and interventions
  - (c) Implement specific plans for effective student, parent, and staff participation in the formulation and review of the local school discipline policy consistent with MCPS policy
  - (d) Support all building personnel in maintaining appropriate and effective discipline using a continuum of behavioral and educational interventions
  - (e) Be available for conferences with staff, students, parents, and others on discipline matters
  - (f) Provide staff knowledge of and assistance with serious problem situations that may impact behavior management
  - (g) Identify the line of authority in the building in his/her absence so that disciplinary matters may be handled as expeditiously as possible
- (5) If students, parents, teachers, and principals are to enjoy the rights and meet the responsibilities enumerated above, the Board of Education and the administration have a responsibility to support in every way possible the intent of this policy to ensure its fair and consistent implementation. In this regard, the superintendent is expected to do the following:
- (a) Assist the schools in applying this policy and help in developing the local disciplinary codes that complement and adhere to the countywide statement

- (b) Develop all necessary countywide regulations and procedures that are necessary to and consistent with this policy
  - (c) Hold the local school administrators, teachers, parents, and students responsible for actions taken under this policy
  - (d) Hold school administrators and teachers accountable for implementation of this policy
- (6) The Board and the superintendent expect to do the following:
  - (a) Prepare and receive evaluations regarding the effectiveness of this policy and the local disciplinary codes and the application of both
  - (b) Review and amend the policy as needed
- b) In general, student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.
- c) Suspension and Expulsion
  - (1) A principal has the right to suspend a student under the laws of Maryland for cause.
  - (2) Each student has a right to an education; any action that deprives him/her of this right shall occur for just cause and in accordance with due process of law.
  - (3) Regulation JGA-RB describes the procedures necessary when considering suspending or expelling a student.
- d) Other Disciplinary Standards
  - (1) Disciplinary action shall be fair and appropriate and not designed to embarrass students.

- (2) Group detention for actions of known or unknown persons and academic tasks imposed for the sole purpose of punishment are forbidden.
  - (3) Physical punishment is not permitted. Physical force is permitted to restrain a disruptive student only when the force is reasonable under the circumstances.
  - (4) Nonschool-sponsored activities of students and activities unrelated to school, carried on outside school hours and away from school grounds, are not the responsibility of school authorities; and no student shall be penalized by the school for any participation in these activities unless there is a reasonable belief by the principal that the health or safety of others will be compromised in the school setting.
- e) Reduction of grades shall not be used as a punitive or disciplinary measure.
  - f) School administration and faculty, parents, and students must be involved in the planning and implementation of appropriate discipline procedures for each school.

17. Due Process

- a) All systemwide and local school regulations that restrict a student's liberties and rights must have a valid goal and must be reasonably expected to achieve this goal.
- b) Reasonable notice will be given regarding the availability of all published policies, regulations, and rules affecting students. The *MCPS Policies and Regulations Handbook* and the *Student's Guide to Rights and Responsibilities* shall be located in the media center of each school and available to students. Each school shall publish its disciplinary statement, developed cooperatively by parents, students, and staff, and make copies available to all students. Students shall not be disciplined for violating any rules that are not covered by *MCPS Policies and Regulations Handbook*, the disciplinary statement issued by the school, criminal statutes or other previously published rules.

- c) Students have the right and responsibility to seek redress of grievances through established MCPS procedures.
- d) Appeals related to suspensions of more than 10 days and expulsions are governed by Maryland State Board of Education Bylaws.
- e) Students who pursue grievances may seek and shall be entitled to an advocate who may represent and assist the students during conferences related to the grievances.
- f) Procedures for Complaints and Appeals
  - (1) Students have the right to appeal actions of school administrators and student governments restricting student freedom and have the right to appeal actions of school-affiliated student organizations denying a student membership.
  - (2) Each school shall establish procedures for the consideration of student problems and the processing of student complaints and appeals. These procedures shall be developed through the cooperative efforts of students, faculty, and administration and shall provide for defined time frames to insure speedy resolution of complaints. These procedures shall be published and distributed for student use.
  - (3) The student has the right to impartial, expeditious hearing, preceded by clear explanation of procedures for further appeal, and the student has the right to present witnesses.
  - (4) Any decision of the principal may be appealed to the superintendent/designee of schools. (This appeal procedure is provided in Regulation JFA-RA and in *The Student's Guide to Rights and Responsibilities*)
  - (5) Nothing in either the local school or countywide appeals procedures shall be construed as limiting the right of any student having a complaint to discuss the matter informally with appropriate school personnel.
  - (6) No reprisals of any kind shall be taken by anyone against any student as a result of a complaint or appeal.

- (7) Local discipline, grievance, and appeal procedures shall be reviewed annually by local school authorities and student representatives. The MCPS appeals procedure shall be reviewed annually.

#### **D. DESIRED OUTCOMES**

1. One of the outcomes of this policy is an appreciation of the democratic way of life that must include, but not be limited to, the study of our national heritage and, to the fullest extent possible, opportunities for students to exercise their rights and assume their responsibilities as citizens.
2. A second outcome is a stimulating learning climate for all students that includes the active involvement of students in their education, including the planning and evaluation thereof, and the fostering of a spirit of inquiry where students may freely express their own views and listen to and evaluate the opinions of others.

#### **E. IMPLEMENTATION GUIDELINES**

1. *The Student's Guide to Rights and Responsibilities* shall be made available to all elementary school students and shall be distributed to all students entering secondary schools. Copies of the document should be made available to parents.
2. The superintendent will develop regulations to guide staff in the implementation of this policy.

#### **F. REVIEW AND REPORTING**

This policy shall be reviewed once every three years as follows:

1. A committee composed of equal representation from faculty, parents, administrators, and students shall make recommendations based on, among other information, the evaluations as provided in Section 16 a)(6) of this policy.
2. The committee's report shall be distributed to, but not limited to, the countywide student government associations, the superintendent of schools, and the Board of Education.

3. The Board of Education will, following receipt of the committee's report and the superintendent's recommendations, review the policy's effectiveness and make such modifications as may be warranted.

RESOLUTION NO. 20-97

Re: **FINAL ACTION ON THE POLICY JGA, *STUDENT DISCIPLINE***

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

WHEREAS, In August 1994 the superintendent published a new Regulation JFA-RA, *Implementation Guidelines of Student Rights and Responsibilities*, to replace the Staff Implementation Guidelines of Section M of the Policies and Regulations Handbook, and at the same time published *A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools* for students; and

WHEREAS, On March 14, 1995, the Board of Education reviewed an analysis of the policy section of the student rights and responsibilities document and requested the preparation of a separate policy on discipline using the Statement of Discipline that had been appended to the policy section of the *Student Rights and Responsibilities* document as a framework; and

WHEREAS, On December 12, 1995, the Board of Education discussed a new policy on discipline and an updated draft of the *Student Rights and Responsibilities* policy and took tentative action on both; and

WHEREAS, The Board of Education requested that the tentatively adopted policies and comments made by the Montgomery County Education Association (MCEA) be sent out for public comment; and

WHEREAS, On April 10, 1996, the Board of Education discussed comments and postponed final action on both policies; requested staff assistance to develop a matrix of the public comments to assist Board members in their decision-making; and requested that the superintendent recommend changes and additions that he believes are appropriate and reschedule both policies for final action; and

WHEREAS, on October 21, 1996, the Board of Education reviewed the public comments matrix, the Student Discipline Workgroup report, and recommendations from the superintendent, and held a discussion with major stakeholders regarding the draft policies on *Student Discipline* and *Student Rights and Responsibilities*; now therefore be it

Resolved, That the Board of Education take final action to adopt Policy JGA, *Student Discipline*; and be it further

## **Student Discipline**

### **A. PURPOSE**

1. To provide a philosophy of discipline that will guide staff and students in promoting good behavior in an environment that is conducive to effective and efficient learning
2. To promote a disciplined environment that is safe, that holds mutual respect as an expectation, and does not tolerate disrespect
3. To ensure that our students and staff are protected against disruptive behavior and encouraged to participate in the pursuit of higher social standards for behavior and respect for others
4. To clearly communicate to students, staff, and parents expected student behaviors and consequences for misbehavior

### **B. ISSUE**

The Board of Education of Montgomery County believes that learning is a continuous evolutionary process. The Board also believes that while learning is not confined to a school building, it is nonetheless the primary function of the school. Like all social institutions, the school must evolve a certain set of rules and regulations to govern its participants and to facilitate the performance of its primary function. These rules should reflect a balance between the responsibilities and rights of the individual and the responsibilities and rights of the group. They must also reflect the need to promote good behavior in an environment that is conducive to effective and efficient learning and the need for mutual respect and cooperation among all segments of the school community. Schools should be communities in which positive behavior is expected and modeled within an environment of mutual respect and dignity.

### **C. POSITION**

1. Philosophy
  - a) In a school system the size of Montgomery County, absolutely consistent application of a discipline policy, if valued as the overriding consideration and taken to the extreme, would require the listing of every possible infraction with a specific, mandated disciplinary action in response to each. At the other extreme, recognition of both the

diversity of community settings within the county and the individuality of each disciplinary situation would suggest that each school should establish its own disciplinary standards and apply them only as appropriate to each student's situation. The Board finds the need to balance these two opposing considerations and, therefore, elects to follow a middle-ground policy. Certain major infractions are recognized as requiring consistent countywide actions from and direction for all schools. For these infractions, a specified range of responses must be utilized by all school personnel, with the severity and/or frequency of the infraction determining where in the range the penalty should lie. At the same time, for disciplinary infractions not established with mandated disciplinary actions, development of appropriate standards and responses will remain an individual school responsibility subject to review by the appropriate director in the Office of School Administration. Input from students, parents, and school personnel will permit these disciplinary actions to be tailored to the needs and desires of each community within the county. The Board seeks in this way to provide consistent responses to the more severe infractions without prejudging every disciplinary situation and without depriving individual school administrators of the opportunity for flexible and creative responses to the vast majority of cases.

- b) The Board believes that discipline is learned and, therefore, can and should be taught in the home, school, and community. The child also learns through experience and imitation of those around him. Discipline is a developmental process. As the child matures, he/she should be given increased responsibility in keeping with his/her developmental level and social maturity and every opportunity to practice self-discipline in order to positively reinforce responsible action. Classroom models should put children's needs at the center of decisions about classroom management and problem-solving. Children should be helped to understand the consequences of violence and conflict. Our schools should be environments where conflict that may occur can be used as an opportunity to teach and learn. The ultimate goal should be the internalization of discipline so that little external enforcement is required. The Board believes that this philosophy will foster the development of positive, self-disciplined, self-reliant individuals capable of behaving appropriately as the situation demands. The Board believes that this philosophy will produce individuals with social consciences who see the good sense in acceptable behavior and who are spared the consequences of misbehavior.



While causes are not always evident, misbehavior may be related to economic, social, physical, psychological or emotional factors. It is important for staff to consider that misbehavior could be a symptom. Effective discipline depends on the cause of the behavior. Staff members are encouraged to involve the family to seek solutions. The family and community also must take responsibility to provide guidance, support, and structure to meet student needs. In some instances, changing the environment will be the most appropriate response; in other situations, the student and his behavior must be dealt with directly.

## 2. Student Behavior

- a) Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.
- b) The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior. To that end, all available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include interdisciplinary--psychological, curricular, behavioral--services which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort. Fair, firm, and consistent application of disciplinary action is expected, and students should be made aware of the consequences of misbehavior. It is equally important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.
- c) The superintendent will ensure that major infractions that are recognized as requiring consistent countywide actions from and direction for all schools are described in Regulation JFA-RA: *Implementation of Students Rights and Responsibilities* and summarized in the *Student Guide to Rights and Responsibilities*.
- d) Each school will maintain a local school discipline policy developed and reviewed regularly with the active involvement of parents, students, and staff. All school discipline policies and procedures shall be consistent with the philosophy of this student discipline policy.

3. School Climate

School organizational and operational structures are as important a focus for change as the individual student's behavior.

The superintendent will implement a comprehensive plan for safety and security that will ensure a learning and working environment that protects the rights, health, and welfare of students and staff.

**D. DESIRED OUTCOMES**

1. Students will understand their responsibilities and rights.
2. Schools will be safe and orderly environments where students are engaged in learning.
3. Students will exercise self-discipline, self management, and demonstrate appropriate behavior in order to become productive citizens.
4. Parents and students will be well informed about school discipline policies and will be encouraged to participate in efforts to ensure that schools are safe and orderly.

**E. IMPLEMENTATION GUIDELINES**

1. Information from this policy will be described in *The Student's Guide to Rights and Responsibilities* which will be made available to all elementary school students and will be distributed to all students entering secondary schools.
2. Specific rights and responsibilities which all members of the school community should assume are presented in Regulation JFA-RA: *Implementation of Student Rights and Responsibilities*.
3. Each school is responsible for disciplinary infractions not established with mandated disciplinary actions based on analysis of local data and input from students, parents, and school personnel.
4. Procedures for disciplining students for major infractions that require consistent countywide actions from and direction for all schools are found in specific regulations such as:

- a) Regulation ACF-RA: *Sexual Harassment*
  - b) Regulation CFA-RA: *Site-based Participatory Management*
  - c) Regulation COC-RA: *Trespassing or Willful Disturbances on MCPS Property*
  - d) Regulation COE-RA: *Weapons on MCPS Property*
  - e) Regulation COF-RA: *Intoxicants on MCPS Property*
  - f) Regulation COG-RA: *Portable Communication Devices*
  - g) Regulation ECC-RA: *Loss of MCPS Property*
  - h) Regulation GDB-RA: *Protection of Employees, Students, and Property*
  - i) Regulation IGT-RA: *Appropriate Use of Computer Networks*
  - j) Regulation JGA-RA: *Maintenance of Classroom Control and Discipline*
  - k) Regulation JGA-RB: *Suspension or Expulsion of an MCPS Student*
  - l) Regulation JGB-RA: *Search and Seizure*
5. The superintendent will monitor issues of concern to the safety and security of the MCPS community and report to the Board, particularly those items for which legislative positions need to be taken.
6. The superintendent will monitor recordkeeping and other data collection from schools and field offices regarding disciplinary infractions and interventions to evaluate and develop programs.
7. The superintendent will strengthen existing instructional programs to include such skills as respect for others, conflict resolution, interpersonal relations, etc. Efforts to improve discipline should include students in identifying effective classroom management strategies and problem solving in a diverse environment.

8. The superintendent will seek a continuum of alternative strategies to address students who are chronically disruptive and/or dangerous to the school including:
  - a. Strengthening classroom behavior management skills through staff training
  - b. Expanding the repertoire of curriculum based instruction about conflict resolution, positive social skills, problem solving, bias awareness and prejudice reduction
  - c. Increasing prevention, intervention and alternative strategies, programs, and/or sites

#### **F. REVIEW AND REPORTING**

1. The Board of Education will receive suspension information in the annual Success for Every Student report.
2. This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

RESOLUTION NO. 21-97

Re: **RESOLUTION FOR CLOSED SESSION**

On recommendation of the superintendent and on motion of Mrs. King seconded by Mrs. Gordon, 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 conduct a portion of its meeting on Monday, January 27, 1997, at 7:30 to 8:00 p.m. to discuss personnel matters and other matters protected from public disclosure by law, to review and adjudicate appeals, and to address other issues including consultation with counsel to obtain legal advice; and be it further

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

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

**Re: REPORT ON CLOSED SESSIONS**

On November 25, 1996, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on December 10, 1996, 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 December 10, 1996, from 8:30 to 10:00 a.m. and 1:20 to 2:25 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, including the candidate selection process for executive staff level positions, the reorganization of the Department of Educational Facilities Planning and Capital Programming, the Personnel Monthly Report, and the recruitment of Latino and Asian teachers as principal trainees.

The Board also discussed graduation dates and Board representation, adjudicated BOE Appeal 1996-38, discussed a process for weather emergencies during the operating budget hearings, and reviewed advisory committee appointments.

In attendance at part or all of the closed sessions were: Betsy Arons, Larry Bowers, Alan Cheung, Blair Ewing, Reggie Felton, David Fischer, Kathy Gemberling, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, George Margolies, Brian Porter, Rachel Prager, Glenda Rose, Ruby Rubens, Mona Signer, and Paul Vance.

On December 12, 1996, with unanimous consent of members present, the Board of Education voted to conduct a closed session on December 12, 1996, 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 December 12, 1996, from 8:30 to 10:00 a.m. and 1:20 to 2:25 p.m. The meeting took place in Room A-113, Rockville High School, Rockville, Maryland.

The Board met to discuss a legal matter with its attorney.

In attendance at the closed session were: Larry Bowers, Alan Cheung, Blair Ewing, Reggie Felton, Bea Gordon, Ana Sol Gutiérrez, Roland Ikheloa, Nancy King, George Margolies, Brian Porter, Rachel Prager, Glenda Rose, Mona Signer, Lois Stoner, and Roger Titus.

On January 7, 1997, with unanimous consent of members present, the Board of Education voted to conduct a closed session on January 7, 1997, 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 January 7, 1997, from 6:00 to 7:30 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss labor negotiations with its attorney.

In attendance at the closed session were: Betsy Arons, Larry Bowers, Alan Cheung, Blair Ewing, Reggie Felton, Ed Frantz, Kathy Gemberling, Wes Girling, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, Don Kopp, George Margolies, Tom Reinhert, Glenda Rose, Mona Signer, and Joe Villani.

RESOLUTION NO. 22-97            Re:    **MINUTES OF OCTOBER 28, 1996**

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

Resolved, That the Board of Education approve its minutes for October 28, 1996.

RESOLUTION NO. 23-97            Re:    **BOE APPEAL NO. 1996-38**

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal 1996-38, a personnel matter, reflective of the following vote: Dr. Cheung, Mr. Ewing, Mr. Felton, Mrs. Gordon, Mrs. King, and Ms. Signer voting to affirm the superintendent's decision; Ms. Gutiérrez was absent and did not participate in this Decision and Order.

RESOLUTION NO. 24-97            Re:    **SUBCOMMITTEE ON RESEARCH AND EVALUATION**

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

WHEREAS, on January 14, 1986, the Board of Education, by Resolution No. 42-86, established a Subcommittee on Research and Evaluation, comprised of three members; and

WHEREAS, on December 10, 1996, the Board reappointed Dr. Alan Cheung to the subcommittee to serve along with two members--Reginald Felton and Ana Sol Gutiérrez--appointed in prior years; and

WHEREAS, the Board desires to expand the membership of the subcommittee on a one-time basis to include an additional member; now therefore be it

Resolved, That Mona M. Signer be appointed to serve as a member of the Subcommittee on Research and Evaluation until November 30, 1999.

RESOLUTION NO. 25-97                    Re:    **CALENDAR OF EVENTS FOR ELECTION OF THE  
20TH STUDENT BOARD MEMBER**

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

Resolved, That the Board of Education approves the calendar of major events for the election of the twentieth student member of the Board of Education, as proposed by the Montgomery County Region of the Maryland Association of Student Councils.

RESOLUTION NO. 26-97                    Re:    **NEW STANDARDS**

On motion of Ms. Signer and seconded by Mr. Ewing, the following resolution was adopted unanimously:

Resolved, That the Board of Education request the superintendent to review the new standards project of the National Center on Education and the Economy and report back to the Board on those standards applicable to Montgomery County Public Schools.

RESOLUTION NO. 27-97                    Re:    **USE OF EARLY RELEASE DAYS IN MCPS**

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

Resolved, That the Board of Education request the superintendent to bring to the Board an analysis of the current use of early release days and recommendations for possible combination.

Re: **ELEMENTARY SCHOOL REPORT CARD PROCESS  
(FAILED)**

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

Resolved, That the Board of Education schedule time to discuss the elementary school report card process

RESOLUTION NO. 28-97            Re: **MONTHLY FINANCIAL REPORT**

On motion of Mr. Ewing and seconded by Mr. Felton, the following resolution was adopted unanimously

Resolved, That the Board of Education schedule time for a discussion and review of the Monthly Financial Report and year-end projections when there are six months of FY 1997 data.

RESOLUTION NO. 29-97            Re: **ENTERPRISE FUNDS**

On motion of Mr. Felton and seconded Ms. Signer, the following resolution was adopted unanimously:

Resolved, That the Board of Education schedule time to discuss the establishment of an enterprise fund that would deal with evaluation, training and development, educational materials, and software applications as it relates to our system, and that the superintendent be requested to assist in the development of a plan.

Re: **NEW BUSINESS**

Mrs. King moved and Ms. Signer seconded the following:

WHEREAS, The new Poolesville Cluster Middle School is currently under construction, scheduled to open in September, 1997; and

WHEREAS, This project first received planning monies in Fiscal Year 1995; and

WHEREAS, The State of Maryland previously has approved reimbursement for eligible costs; and

WHEREAS, The Superintendent of Schools, as part of the "non-recommended reductions to address spending affordability guidelines" included with his Fiscal



Year 1998 Operating Budget Request, has suggested delaying the opening of the new middle school for one year in order to accrue savings of \$1.6 million; and

WHEREAS, In light of his recommendation, the Superintendent has put a hold on the selection process for a principal for the new school until such time as the Board has acted upon the "non-recommended reductions"; now therefore be it

Resolved, That the sense of the Board is not to include the delay of the opening of the Poolesville Cluster Middle School at such time as a formal vote is taken in February on the "non-recommended reduction" list; and be it further

Resolved, That the Superintendent proceed with the selection process for the new principal, with any appointment of an individual by the Board, upon the recommendation of the Superintendent, to await final action on the "non-recommended reduction" list.

Re: **ITEMS OF INFORMATION**

The following items were furnished to the Board of Education for information:

1. Items in Process
2. Recommendation for Approval of Advanced Placement English Language and Composition of A & B
3. Construction Progress Report
4. Monthly Financial Report and Year-end Projections

RESOLUTION NO. 30-97

Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of January 14, 1997, at 4:01 p.m.

---

PRESIDENT

---

SECRETARY

PLV:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION**  
**SUMMARY SHEET**  
**JANUARY 14, 1997**

APPROVAL OF AGENDA ..... 1

BOARD/SUPERINTENDENT COMMENTS ..... 1

BLOCK SCHEDULING ..... 2

PROCUREMENT CONTRACTS MORE THAN \$25,000 ..... 6

AWARD OF CONTRACTS FOR CHILLER REPLACEMENTS AT VARIOUS FACILITIES ..... 8

REDUCTION OF RETAINAGE - STRATHMORE ELEMENTARY SCHOOL ..... 9

REDUCTION OF RETAINAGE - SHERWOOD HIGH SCHOOL ..... 9

CHANGE ORDER OVER \$25,000 - ALBERT EINSTEIN HIGH SCHOOL STADIUM BLEACHERS ..... 10

MONTHLY PERSONNEL REPORT ..... 10

DEATH OF MRS. CARMEN M. CARMOUZE, INSTRUCTIONAL ASSISTANT  
 AT TAKOMA PARK ELEMENTARY SCHOOL ..... 11

DEATH OF MRS. LINDA K. LEE, MEDIA ASSISTANT AT RONALD A. MCNAIR ELEMENTARY SCHOOL .. 11

DEATH OF MRS. BERNICE O. ST. MARK, CAFETERIA WORKER I  
 AT MONTGOMERY KNOLLS ELEMENTARY SCHOOL ..... 12

RECOMMENDED RESOLUTION FOR EXTENDED SICK LEAVE ..... 12

PERSONNEL APPOINTMENTS ..... 13

PUBLIC COMMENTS ..... 13

RECOMMENDATIONS TO CHANGE ADEQUATE PUBLIC FACILITIES ORDINANCE/  
 ANNUAL GROWTH POLICY ..... 14

FINAL ACTION ON THE POLICY JFA, *STUDENT RIGHTS AND RESPONSIBILITIES* ..... 17

FINAL ACTION ON THE POLICY JGA, *STUDENT DISCIPLINE* ..... 38

RESOLUTION FOR CLOSED SESSION ..... 44

REPORT ON CLOSED SESSIONS ..... 45

MINUTES ..... 46

APPEAL ..... 46

SUBCOMMITTEE ON RESEARCH AND EVALUATION ..... 46

CALENDAR OF EVENTS FOR ELECTION OF THE 20TH STUDENT BOARD MEMBER ..... 47

**NEW STANDARDS** ..... 47

**USE OF EARLY RELEASE DAYS IN MCPS** ..... 47

**ELEMENTARY SCHOOL REPORT CARD PROCESS (FAILED)** ..... 48

**MONTHLY FINANCIAL REPORT** ..... 48

**ENTERPRISE FUNDS** ..... 48

**NEW BUSINESS** ..... 48

**ITEMS OF INFORMATION** ..... 49

**ADJOURNMENT** ..... 49