



Resolved, That the Board of Education support SB 210, *Weapons-Free School Zone*, that would inhibit weapons possession on school property by establishing additional penalties for possessing a weapon within 1,000 feet of school property or on a school bus.

**RESOLUTION NO. 98-97                    Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support, if amended, SB 276 and HB 7373, *Mandatory Kindergarten, Child Care Exemptions*, that would make permanent the provision permitting students to be exempted from kindergarten for certain child care, day care or Head Start participation, and the amendment would be a three-year extension of the current temporary regulations to allow more time for study by the state.

**RESOLUTION NO. 99-97                    Re:    ITEM OF LEGISLATION**

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 oppose HB 284, *Graduation from Public School, Community Service Requirement*, that would permit county boards of education to decide whether students must perform community service before graduation, and the Board supported the role of the State Board of Education.

**RESOLUTION NO. 100-97                    Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose HB 569, *Animal Dissection, Students Right of Refusal*, that would permit students to refuse to dissect animals as part of a course of instruction, and current procedures allow alternative activities or courses for such students.

**RESOLUTION NO. 101-97                    Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support, if amended, SB 230 and HB 494, *Gifted and Talented Education, Excellence in Education*, that would help train teachers to identify students and expand provisions for gifted and talented programs, and the amendment called for adequate funding to carry out the mandates and available to all jurisdictions in appropriate amounts based on student populations.

**RESOLUTION NO. 102-97            Re:    ITEM OF LEGISLATION**

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 oppose House Joint Resolution 7, *Parents and Teachers of Maryland School Children, Bill of Rights*, that would address a broad range of educational issues with little cohesiveness.

**RESOLUTION NO. 103-97            Re:    ITEM OF LEGISLATION**

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 support SB 231 and HB 493, *Higher Education, Maryland HOPE Scholarships*, that would provide certain scholarships based on grades and family income to resident students attending college in Maryland.

**RESOLUTION NO. 104-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education strongly oppose HB 527, *Education, Professional Educators, Certification*, that would give the Professional Standards and Teacher Education Board sole responsibility for teacher certification and related requirements. Current law shares this responsibility with the State Board of Education.

**RESOLUTION NO. 105-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support HB 364, *Education, Public Schools, Domicile*, that would clarify requirements for students to attend schools in the county where they reside.

**RESOLUTION NO. 106-97            Re:    ITEM OF LEGISLATION**

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 strongly support SB 285 and HB 353, *Creation of the Capital Debt, Maryland Consolidated Capital Bond Loan of 1997, etc.*, that would authorize funding for public school construction in Fiscal Year 1998.

**RESOLUTION NO. 107-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support HB 263 *Education, County Board of Education, Competitive Bidding*, that would raise the threshold for which advertising and formal bidding is required from \$15,000 to \$30,000.

**RESOLUTION NO. 108-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose HB 719, *Public Education Employment Relations Commission*, that would establish a commission to decide issues related to collective bargaining agreements.

**RESOLUTION NO. 109-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support, if amended, HB 697, *Education, Homeless Children*, which would permit a homeless child to be enrolled in the school the child previously attended and transport the child if the travel time is less than an hour, and the amendment called for a provision of adequate state transportation funding.

**RESOLUTION NO. 110-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose HB 404, *Education, Replacement of Maryland Criterion-Referenced Tests*, that would replace the Maryland School Performance Assessment Program with a national norm-referenced test.

**RESOLUTION NO. 111-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose HB 539, *Education, Standardized Testing*, that would require national standardized tests to be used in assessment of reading skill and provide parents with authority to decide the kind of tests to be used to determine academic achievement.

**RESOLUTION NO. 112-97            Re:    ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support, if amended, SB 460, *National Board for Professional Teaching Standards, Certification, State and Local Aid Pilot Program*, that would establish a state and local program to provide for 48 teachers annually to participate in certification by the national board, and the amendment called for provision of full funding by the state.

**Re:    BOARD/SUPERINTENDENT COMMENTS**

Ms. Signer reported that last week she had the opportunity to tour the Department of Personnel Services. She was very impressed with the substitute calling system. There is a need to reform the system for maintaining personnel files.

Ms. Gutiérrez commented on President Clinton's visit to the state legislature. His raising the challenge making education a top priority is very important and helps local boards of education in focusing public attention on the unmet needs in public education. There are also issues of national standards and assessments which adds a level of responsibility to address the inequities that exist in our society.

Mr. Ewing mentioned the report of the budget action in the *Montgomery Journal*. If the county executive is disappointed, there is nothing much to say about that. There is no game that the Board is playing because this is serious business. The Board decided that the budget does not meet all the needs of the children in the county. What was disappointing to Mr. Ewing was that the county executive thinks of it in those terms.

Mr. Duncan stated that the Board ignored the directions set by the County Council. The Board considered those directions, but it was the job of the Board to make recommendations that best meet the needs of students and giving thought to the limitations of the Council. This is a rich county and it can afford to pay for the Board's request. What does it take to provide an adequate education for public school students in Montgomery County today? That question has not been addressed by Mr. Duncan or Mr. Subin.

Dr. Cheung is attending Quest for Excellence Conference sponsored by the Malcolm Baldrige Foundation. The four winners are sharing their successes that focus on leadership. The companies must invest in the future, provide a customer centered business, treat employees like partners, and participate in community involvement. President Clinton remarked that if every organization C business and government C operated in this manner there would be no problem with economic or global leadership. The elected officials should take heed of what is being said and observe what it takes to achieve excellence.

Mr. Felton attended the orientation for Summer Search Program, and it is impressive to see how the school system has progressed with outreach in assuring that MCPS students are aware of all opportunities throughout the nation to enhance their education. He commended Dr. Fountain and Mr. Stroud for that program.

RESOLUTION NO. 113-97

Re: **RECOMMENDATION TO APPROVE THE AGREEMENT  
WITH THE MONTGOMERY COUNTY ASSOCIATION OF  
ADMINISTRATIVE AND SUPERVISORY PERSONNEL**

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

WHEREAS, Section 6-408 of the Education Article, Annotated Code of Maryland, requires the Board of Education to enter into negotiations with the designated employee organization concerning "salaries, wages, hours, and other working conditions;" and

WHEREAS, The Montgomery County Association of Administrative and Supervisory Personnel was properly designated as the employee organization to be exclusive representative for these negotiations; and

WHEREAS, The Board's negotiated agreement with MCAASP was for a three-year period expiring June 30, 1997; and

WHEREAS, Negotiations for a successor Agreement have occurred in good faith, as directed by law; and

WHEREAS, The parties have reached tentative agreement and the agreement has now been duly ratified by the membership of the Montgomery County Association of Administrative and Supervisory Personnel; now therefore be it

Resolved, That the Board of Education approve the Agreement for the period of July 1, 1997, through June 30, 2000; and be it further

Resolved, That the president of the Board of Education be authorized to sign the Agreement which will be implemented by the Board of Education when funds are properly authorized, all according to the said Agreement and to the law.

Re: **TENTATIVE ACTION ON THE POLICY EEA, *STUDENT TRANSPORTATION***

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

WHEREAS, Policy EEA, *Student Transportation* has served as the basis for our transportation decisions for over twenty years, during which time implementation practices and changes to laws and regulations have occurred that should be incorporated as part of this policy; and

WHEREAS, Editorial changes also are needed to make this policy consistent with current policy format; and

WHEREAS, The Board of Education reviewed and discussed the recommended policy revision on February 11, 1997, now therefore be it

Resolved, That the Board of Education take tentative action to adopt the revised Policy EEA, *Student Transportation*, as follows; and be it further

Resolved, That the Board of Education solicit written comments from the public prior to taking final action to adopt this policy.

RESOLUTION NO. 114-97

Re: **AN AMENDMENT TO THE POLICY EEA, *STUDENT TRANSPORTATION***

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

Resolved, That the Board of Education amend Policy EEA, C. 1. a), (2) to read as follows:

Mixed grade/age level student loads shall be permitted.

RESOLUTION NO. 115-97      Re:    **AN AMENDMENT TO THE POLICY EEA, *STUDENT TRANSPORTATION***

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

Resolved, That the Board of Education amend Policy EEA, C. 1. a), (4) to read as follows:

The distance factors above may be modified if safety or other conditions warrant. Such **modifications** ~~deviations shall be temporary and shall be terminated when safety hazards or other conditions are corrected.~~

RESOLUTION NO. 116-97      Re:    **AN AMENDMENT TO THE POLICY EEA, *STUDENT TRANSPORTATION***

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

Resolved, That the Board of Education amend Policy EEA, C. 2. a) to read as follows:

Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school. Such conditions shall be reviewed by the transportation division on an annual basis and corrected **when feasible by the responsible agency** as soon as possible. In the event a disagreement on the hazardous nature of the condition arises, a joint assessment will be conducted by MCPS transportation staff, MCPS Safety and Environmental Health Unit staff and the Montgomery County Police Department of School Safety Unit staff. Their recommendation will be forwarded to the Associate Superintendent for Supportive Services for a final decision and notification of all parties.

RESOLUTION NO. 117-97      Re:    **AN AMENDMENT TO THE POLICY EEA, *STUDENT TRANSPORTATION***

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

Resolved, That the Board of Education amend Policy EEA, C. 4. to read as follows:



The principals and presidents of the PTA or equivalent parent organization of public and nonpublic schools shall be notified in writing by the superintendent of schools or his-her designee of any prospective changes in bus service preceding the new school year. If budget or other Board of education action makes **systemwide** change necessary, **a general notification to the public within 10 calendar days and specific notice to parents and communities affected by the change will follow thereafter.** The superintendent of schools is obligated to assure that affected communities and parents are informed.

RESOLUTION NO. 118-97      Re:    **TENTATIVE ACTION ON THE POLICY EEA, *STUDENT TRANSPORTATION***

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

WHEREAS, Policy EEA, *Student Transportation* has served as the basis for our transportation decisions for over twenty years, during which time implementation practices and changes to laws and regulations have occurred that should be incorporated as part of this policy; and

WHEREAS, Editorial changes also are needed to make this policy consistent with current policy format; and

WHEREAS, The Board of Education reviewed and discussed the recommended policy revision on February 11, 1997, now therefore be it

Resolved, That the Board of Education take tentative action to adopt the revised Policy EEA, *Student Transportation*, as amended; and be it further

Resolved, That the Board of Education solicit written comments from the public prior to taking final action to adopt this policy.

## Student Transportation

### A.    PURPOSE

To delineate MCPS transportation services and safety guidelines for transporting public and nonpublic school students.

**B. ISSUE**

The Montgomery County Public Schools is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within the county. It is the Montgomery County Board of Education's responsibility to establish the parameters under which students are deemed eligible for such transportation. Furthermore, it is the shared responsibility of the Montgomery County Board of Education and other state and local government departments to assure student safety in walking to and from school.

**C. POSITION****1. Eligibility for Transportation****a) General Terms and Conditions for Public and Nonpublic School Students**

- (1) The Board of Education adopted attendance areas for each school will be the basis upon which transportation service is provided. Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.
- (2) Mixed grade/age level student loads shall be permitted.
- (3) The walking distance factor for student transportation eligibility will be as follows:

Elementary Schools -- 1 mile

Middle Schools -- 1.5 miles

Senior High Schools -- 2.0 miles

(In the implementation of these mileage distances, the superintendent of schools is authorized to permit a variance of one-tenth of a mile from these distances in establishing the line of demarcation between walking and transported students.)

- (4) The distance factors above may be modified if safety or other conditions warrant. Such modifications shall be terminated when safety hazards or other conditions are corrected.

- (5) MCPS will provide appropriate transportation service to students with disabilities in accordance with applicable laws and program placement as defined by the student's Individual Educational Plan (I.E.P.)
  - b) Nonpublic School students may be transported as specified under provisions of the Montgomery County Code, as shown in Exhibit EEA-EA. This service will be provided only on established bus routes having available seating capacity, designed to serve public schools in keeping with the terms and conditions as set forth in this policy.
2. Factors and Standards for Determining Transportation Safety and Safe Walking Conditions
- a) Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school. Such conditions shall be reviewed by the transportation division on an annual basis and corrected, where feasible, by the responsible agency as soon as possible. In the event a disagreement on the hazardous nature of the condition arises, a joint assessment will be conducted by MCPS transportation staff, MCPS Safety and Environmental Health Unit staff, the Montgomery County Police Department School Safety Unit staff. Their recommendation will be forwarded to the Associate Superintendent for Supportive Services for a final decision and notification of all parties. This decision can be appealed in accordance with Policy KLA: *Responding to Inquiries and Complaints From the Public*.

The following factors shall be considered in determining the need for student pupil transportation service within the walking distance:

- 1) Absence of traffic signals, lined crosswalks, or other traffic control devices to assist secondary school students, or the absence of an adult crossing guard to assist elementary school students who are required to cross a multilane highway as listed on the Maryland Highway Map.
- 2) Presence of building and other construction activities, other safety hazards, or natural or man made barriers that create potentially dangerous situations on an established walking route and where other walking routes are not available.

- 3) Absence of a sidewalk, or in some cases absence of a buffer strip or guard rail between sidewalk and road, along a major highway or heavily traveled street in a residential area
  - 4) Students who, because of physical or mental disabilities, are not able to perform the walking assignments expected of students enrolled in general education classes
- b) The following standards shall be considered in making decisions relative to the factors listed above:
- 1) Students are expected to walk safely without sidewalks in residential subdivisions, on side streets, and to bus stops along roads where traffic is not heavy, where space is available at the side of the road, or where the road is of sufficient width to allow walking off the main road. Buses are not an alternative to the absence of sidewalks in a subdivision unless other safety factors such as inadequate sight distances are determined to jeopardize student safety. Communities desirous of obtaining sidewalks should initiate their requests with the appropriate governmental agencies.
  - 2) Schools will supplement parental teaching of safe walking practices by emphasizing the need for safe walking practices while en route to and from school.
  - 3) Sidewalks where available, should be so constructed and designed so that students can walk safely on them.
  - 4) The absence of buffer strips between a sidewalk and the traveled portion of the roadway, or the presence of telephone poles, bushes, trees or protruding objects or signs on the sidewalk shall be considered in determining if the walkway is safe.
  - 5) MCPS staff, in cooperation with the Montgomery County Police Department's School Safety Unit, the Montgomery County Department of Public Works and Transportation and the Maryland State Highway Administration, shall work diligently to make certain that in every instance involving school children the need for safe walkways is made clear to the responsible county and state agencies.

- 6) Snow and/or ice accumulation on sidewalks during inclement weather shall not be considered sufficient cause for providing transportation. Parent help is needed on those few days when all walking students are subject to the same conditions. When snow or ice causes conditions that are generally considered unsafe, school may be canceled or the starting time delayed until heavy traffic has subsided.
  - 7) Crossing guards may be employed, by the Montgomery County Police Department, to assist students in crossing intersections. MCPS will request their assignment when the presence of a crossing guard will enhance safety and when, it is more economical to utilize crossing guards than to provide bus transportation.
  - 8) Secondary students are expected to be able to cross all controlled intersections safely except that middle school students are not required to cross mainline railroad tracks at grade level.
  - 9) Elementary school students are expected to be able to cross controlled intersections safely except on major highways and mainline railroad tracks at grade level. It is recognized that in some instances this may not apply to five-and six-year-olds.
  - 10) Students are expected to be able to walk to established bus stops to await the arrival of school buses. While waiting, students should observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.
  - 11) Students are expected to walk across private property only where paths or foot bridges are constructed and maintained by a public agency such as the Maryland-National Capital Park and Planning Commission, the Department of Public Works, or the Montgomery County Public Schools or are part of walkways provided by a homeowners association or similar private development group.
- c) MCPS school buses shall operate in accordance with the State of Maryland COMAR 13A.06.07.

- d) In the interest of increased student safety and route efficiency, no MCPS bus shall be routed onto a dead end, cul de sac or other street requiring the bus to perform a three point turn or backing up maneuver to exit, unless the alternative bus stop would present a safety hazard . Similarly, no MCPS bus shall be required to travel on an undedicated street or private road not maintained by the state or county.
4. The principals and presidents of the PTA or equivalent parent organization of public and nonpublic schools shall be notified in writing by the superintendent of schools or his/her designee of any prospective changes in bus service preceding the new school year. If budget or other Board of Education action makes systemwide change necessary, a general notification to the public will follow within ten calendar days and a specific notice to parents and communities affected by the change will follow as soon as possible thereafter. The superintendent of schools is obligated to assure that affected communities and parents are informed.
5. In those instances when parents are pre-approved jointly by the Division of Transportation and the Central Admissions, Review and Dismissal committee, to provide transportation services to special education students the reimbursement shall not exceed the Board-approved mileage rate for staff travel.

D. DESIRED OUTCOME

Implementation of this policy will assure that the students of the Montgomery County Public Schools will have safe walking routes and a safe and efficient system of student transportation.

E. IMPLEMENTATION STRATEGIES

The superintendent will develop regulations to implement this policy as needed.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

RESOLUTION NO. 119-97

Re: **TENTATIVE ACTION ON POLICY ECA, *ENERGY CONSERVATION***

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

WHEREAS, In 1973, the Board of education adopted Policy ECA, *Energy Conservation*, during an energy crisis of uncertain supplies of fuel oils, gasoline, and other energy sources; and

WHEREAS, The fuel shortages of the 1970s brought attention to the need for the wise use and conservation of our natural resources; and

WHEREAS, In 1983, the County Council established by resolution an Interagency Committee on Energy and Utility Management to coordinate the efforts among agencies to reduce the use of energy; and

WHEREAS, The effective containment and management of utility costs are essential to fiscal responsibility as they represent over two percent of the MCPS operating budget; and

WHEREAS, The energy conservation efforts of MCPS have improved energy efficiency by 35 percent, resulting in \$3.0 million per year of cost avoidance; and

WHEREAS, MCPS is committed to the cost effective reduction of its consumption of natural resources while maintaining an environment conducive to learning; and

WHEREAS, The policy needs to reflect the current approach toward encouraging energy efficiency; now therefore be it

Resolved, That the Board of education take tentative action to adopt draft Policy ECA, *Energy Conservation*, as follows:

## **ENERGY CONSERVATION**

### **A. PURPOSE**

To ensure that Montgomery County Public Schools pursues energy conservation efforts and practices that continue to preserve our natural resources while providing a safe and comfortable learning environment for all staff and students

**B. ISSUE**

The nation is experiencing a depletion of its natural resources which include crude oil, natural gas, and other energy sources. The Montgomery County Public Schools is committed to reducing its consumption of natural resources and still improving the quality of its educational programs. The Montgomery County Board of Education desires to work with other agencies of government and plan school system activities so that the learning environment of essential education programs are not curtailed or compromised.

**C. POSITION**

1. The superintendent of schools shall continue to establish procedures to ensure the conservation of natural resources by personnel at all levels of the school system, which shall include the following practices:
  - a) Generation of a systemwide annual resource conservation plan that outlines goals and objectives
  - b) Development of acceptable energy conservation guidelines as outlined in the resource conservation plan
  - c) Continued development and implementation of conservation programs
  - d) Performance of energy studies on all new MCPS construction
  - e) Monitoring the general operation and maintenance of all heating, ventilation, and air conditioning equipment
  - f) Procurement and consumption management of fossil fuels and electricity
  - g) Continuing reminders to staff and students of the need for conservation of all natural resources
2. MCPS will participate in a coordinated effort by government authorities to establish appropriate resource conservation plans and utility price monitoring systems to ensure that public schools have adequate supplies of essential fuels and can obtain these at the best possible prices.



## D. DESIRED OUTCOME

Create a healthy and comfortable learning environment while controlling energy consumption more efficiently and diverting the otherwise rising utility costs towards educational programs. Continue development of energy conservation efforts that proportionally reduces energy consumption in new and existing facilities.

## E. IMPLEMENTATION STRATEGIES

1. Should natural resources be insufficient to meet normal operating needs, the superintendent will develop further plans for the consideration of the Board of Education to conserve energy.
2. Copies of this policy and the annual resource conservation plan will be sent to appropriate school system and county government officials.

## F. REVIEW AND REPORTING

This policy will be reviewed on an on-going basis in accordance with the Board of Education's policy review process.

RESOLUTION NO. 120-97      Re:    **PROCUREMENT CONTRACTS MORE THAN \$25,000**

On recommendation of the superintendent and on motion of Mr. Ewing seconded by Ms. Gutiérrez, 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:

122-95 Audio and Video Equipment Parts - Extension

Awardees

Allegheny Electronics, Inc.	\$ 35,700
Capitol Cable and Technology, Inc.	2,700
Fairway Electronics	7,500
Kunz, Inc.	3,650
Lee Hartman and Sons, Inc.	<u>5,050</u>
Total	\$ 54,600

## 79-96 Office/Reception and Dining Area Furniture for New and Modernized Schools - Extension

Awardee

Douron, Inc.	\$ 350,000 *
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## 87-96 School Bus Glass Replacement - Extension

Awardee

Banner Glass, Inc.	\$ 33,000
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## 122-96 Microscopes - Extension

Awardees

Associated Microscope, Inc.	\$ 3,435
Nebraska Scientific	1,978
Parco Scientific Company	43,519 *
Universal Scientific Instruments	6,584
Robert K. Wagemann and Associates	<u>6,195</u>
Total	\$ 61,711

## 35-97 Physical Education Supplies and Equipment

Awardees

Aluminum Athletic Equipment Company	\$ 5,220
Anaconda-Kaye Sports, Inc.	6,198
Aztec Sports	8,360 *
B.E. Fit, Inc.	541 *
Bacharach Rasin Company, Inc.	4,814
Cannon Sports, Inc.	21,598 *
Creative Health Products	32,175 *
DTI Soccer/Division of Scoring Sports	1,095
DVF Sporting Goods Company	7,038
Bill Fritz Sports Corporation	5,397
Georgie-Sport	2,127 *
The Goal, Inc.	11,840
Gopher Athletic Sport	4,581
M-F Athletic Company	10,680

Majestic Sales	490
Marlow Sports	4,415 *
MMI-Federal Marketing Services	8,513 *
Morley Athletic Supply Company, Inc.	81,505
Passon's Sports	38,418
Sportmaster	1,226
Wittek Golf Supplies Company, Inc.	<u>99</u>
Total	\$ 256,330

## 88-97 Electrical Supplies and Equipment

Awardees

Commerce Electric Supply, Inc.	\$ 157,400
Consolidated Electrical Distributors, Inc.	200
Eastern Wholesale Electric and Supply	2,650 *
GE Supply Company	31,924
Ideal Electrical Supply Corporation	6,546 *
Kent Industries	3,000 *
Maurice Electric Supply Company, Inc.	24,176
Noland Company	6,984
C.N. Robinson Lighting Supply Company	133,669
Southern Utilities Company, Inc.	10,000
Tri-County Electrical Supply Company, Inc.	<u>338,333</u>
Total	\$ 714,882

## 90-97 Industrial and Technology Education Finishing Materials

Awardees

Abrasive Accessories, Inc.	\$ 5,581
Brodhead-Garrett Company	12,850
Metco Supply, Inc.	5,150
Miller Ventures T/A Bay Fasteners	209
Roberts Company of DC	895
Satco Supply	486
Thompson and Cooke, Inc.	<u>995</u> *
Total	\$ 26,166

229-97 Paperback/Prebound Paperback Books

Awardee

Perfection Learning \$ 350,000

230-97 Envelopes

Awardees

Double Envelope Corporation	\$ 1,995
ResourceNet International	<u>56,257</u>
Total	\$ 58,252

MORE THAN \$25,000 \$1,904,941

\* Denotes MFD vendors

RESOLUTION NO. 121-97 Re: **AWARD OF CONTRACTS - ALBERT EINSTEIN HIGH SCHOOL STADIUM FACILITIES**

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

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

WHEREAS, The project architect and staff recommended that additional cost proposals be solicited from subcontractors with Division of Construction personnel supervising the work to reduce the overage; and

WHEREAS, Bid proposals have been received for the stadium facilities work from qualified subcontractors; and

WHEREAS, The combination of direct bids from subcontractors and MCPS staff supervision is \$58,000 less than the cost proposal from the general contractor; now therefore be it

Resolved, That the following subcontracts be awarded to the listed firms in the amount indicated which is the lowest cost proposal received for the construction of the Albert Einstein High School stadium concession/ticket/storage facilities:

CONTRACT	SUBCONTRACTOR	AMOUNT
Excavation/grading	Metrex Excavating, Inc.	\$ 24,000
Building/site concrete	Puebla Construction	42,200
Fencing/gates	Long Fence	14,431
Masonry	A. Myron Cowell, Inc.	48,000
Quarry tile	Frederick Tile, Inc.	694
Landscaping	Champion Landscape, Inc.	3,683
Mechanical	RYCO Associates, Inc.	36,432
Electrical	Circle Electric, Inc.	42,816
Toilet partitions	Steel Products, Inc.	4,949
Painting	Shoemaker Bros., Inc.	2,450
Storage Building Door	Bensen Door Company	546
Overhead Doors	Overhead Door Company	<u>2,376</u>

Total: \$ 222,577

RESOLUTION NO. 122-97 Re: **AWARD OF CONTRACT - RADNOR CENTER REROOFING**

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

WHEREAS, The following sealed bids were received on January 28, 1997, for the reroofing of the Radnor Center, to begin as soon as possible and be completed within sixty (60) days of commencement:

<u>Bidder</u>	<u>Amount</u>
J. E. Wood & Sons Co., Inc.	\$201,030
R. D. Bean, Inc.	215,770
Alliance Roofing & Sheet Metal, Inc.	258,739
Orndorff & Spaid, Inc.	263,200
Shen Valley Roofing, Inc.	316,900
K.I. Construction Co., Inc.	430,515

and

WHEREAS, The low bidder, J. E. Wood & Sons Co., Inc., has completed similar projects successfully at various schools; and

WHEREAS, The low bid is below the staff estimate of \$227,000; now therefore be it

Resolved, That a contract for \$201,030 be awarded to J. E. Wood & Sons Co., Inc., for the reroofing of the Radnor Center, in accordance with plans and specifications prepared by the Department of Facilities Management.

RESOLUTION NO. 123-97      Re:    **AWARD OF CONTRACT - NORTH LAKE CENTER REROOFING**

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

WHEREAS, The following sealed bids were received on January 28, 1997, for the reroofing of the North Lake Center, which will begin on June 23, 1997, and be completed by August 1, 1997:

<u>Bidder</u>	<u>Amount</u>
R. D. Bean, Inc.	\$342,740
Alliance Roofing & Sheet Metal, Inc.	397,497
J. E. Wood & Sons Co., Inc.	420,660
Orndorff & Spaid, Inc.	423,471
Shen Valley Roofing, Inc.	594,600
K.I. Construction Co., Inc.	604,997

and

WHEREAS, The low bidder, R. D. Bean, Inc., has completed similar projects successfully at various schools; and

WHEREAS, The low bid is only slightly above the staff estimate of \$325,000; now therefore be it

Resolved, That a contract for \$342,740 be awarded to R. D. Bean, Inc., for the reroofing of the North Lake Center, in accordance with plans and specifications prepared by the Department of Facilities Management.

RESOLUTION NO. 124-97      Re:    **ACCEPTANCE OF KEMP MILL ELEMENTARY SCHOOL**

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

Resolved, That having been duly inspected on January 28, 1997, Kemp Mill Elementary School now be formally accepted; and be it further

Resolved, That the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 125-97      Re:    **LIGHTING IMPROVEMENTS IN VARIOUS SCHOOLS**

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

WHEREAS, Sealed bids for lighting improvements at various schools were received on January 27, 1997, in accordance with MCPS procurement practices, with work to begin this summer and be completed by August 27, 1997; and

WHEREAS, The low bidder for Westland Middle School, International Energy Conservation Systems, Inc., has asked to withdraw its bid due to errors made in its bid proposal; and

WHEREAS, The low bids are below the cost estimate of \$550,000, and the low bidders have completed similar projects successfully; now therefore be it

Resolved, That contracts be awarded to the low bidders for the projects and amounts listed below, contingent upon final approval of funds by the County Council:

<u>Low Bidder</u>	<u>Schools</u>	<u>Amount</u>
Conservation Management Corporation	Herbert Hoover MS	\$48,488.45
	Francis Scott Key MS	46,833.81
	Tilden Center	49,522.11
	Subtotal	\$144,844.37
Light of the World Signs	Argyle MS	\$67,156.34
	Bel Pre ES	11,214.21
	Cashell ES	19,631.36
	Cloverly ES	27,038.37
	East Silver Spring ES	22,520.39
	Gaithersburg MS	58,329.73
	E. Brooke Lee MS	42,144.12
	Subtotal	\$248,034.52

BGE Energy Projects & Services, Inc.	Bannockburn ES	\$23,409.11
	Bradley Hills ES	20,392.39
	New Hampshire Est. ES	40,798.51
	Subtotal	\$84,600.01
Fostech/Eltron	Bells Mill ES	<u>\$19,968.11</u>
	<b><u>TOTAL</u></b>	<b>\$497,447.01</b>

and be it further

Resolved, That a copy of this resolution be forwarded to the County Executive and County Council.

RESOLUTION NO. 126-97      Re:    **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE MARYLAND STATE DEPARTMENT OF EDUCATION COMPENSATORY EDUCATION AID PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects a grant award of \$12,256 from the Maryland State Department of Education Compensatory Education Aid Program to provide supplemental instruction to children in Grades K-4 through the Title I program in Category 10 - Fixed Charges; and be it further

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

RESOLUTION NO. 127-97      Re:    **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE MARYLAND EQUIPMENT INCENTIVE FUND PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects a grant award of \$14,970 from the



Maryland Equipment Incentive Fund, a component of the Governor's Mathematics/Science Initiatives, for the purchase of selected science equipment to be placed in elementary and secondary schools, in Category 3--Other Instructional Costs; and be it further

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

RESOLUTION NO. 128-97      Re:    **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE STATE CATEGORICAL FUNDS FOR CAREER AND TECHNOLOGY EDUCATION PROGRAMS**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects a grant award of \$11,847 from the Maryland State Department of Education, under the State Categorical Funds for Career and Technology Education Programs, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$ 1,193
3 Other Instructional Costs	10,555
10 Fixed Charges	<u>99</u>
Total	<u>\$ 11,847</u>

and be it further

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

RESOLUTION NO. 129-97      Re:    **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE TITLE VI EDUCATIONAL IMPROVEMENT PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Project Funds a grant award of \$415,148 from the U.S. Department of Education through the Maryland State Department of Education

under the Improving America's Schools Amendments of 1994, for the Title VI Educational Improvement Program in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1 Administration	3.0	\$ 100,097
2 Instructional Salaries	2.0	111,944
3 Other Instructional Costs		135,793
10 Fixed Charges	—	<u>67,314</u>
Total	<u>5.0</u>	<u>\$ 415,148</u>

- \*1.0 Instructional Specialist, (Grade B-D)
- 1.0 Help Desk Specialist II, (Grade 22)
- 1.0 Help Desk Specialist I, (Grade 20)
- 1.0 User Support Specialist I, (Grade 20)
- 1.0 Office Assistant II, (Grade 9)

and be it further

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

RESOLUTION NO. 130-97

Re: **DEATH OF MR. JOHN R. BOGLE, HORTICULTURE  
TEACHER AND ATHLETIC DIRECTOR AT WHEATON  
HIGH SCHOOL**

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

WHEREAS, The death on January 23, 1997, of Mr. John R. Bogle, horticulture teacher and athletic director at Wheaton High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In more than 20 years with Montgomery County Public Schools, Mr. Bogle's preparation, planning, knowledge of subject matter and attention to detail, along with deep concern for his students, placed him in the category of superior teacher; and

WHEREAS, Mr. Bogle considered the courts and landscape at Wheaton High School an extension of his classroom and the numerous compliments the school received testified to the dedication and skill his teaching efforts elicited from his students; now therefore be it

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

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

RESOLUTION NO. 131-97            Re:    **DEATH OF DR. D. WINONA JOHNSON, SOCIAL WORKER IN THE HEAD START UNIT**

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

WHEREAS, The death on January 22, 1997, of Dr. D. Winona Johnson, social worker in the Head Start Unit, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In more than 23 years with Montgomery County Public Schools, Dr. Johnson demonstrated enthusiasm and sincere interest in her work, facilitating student/parent growth; and

WHEREAS, Dr. Johnson established a useful network of preschool special needs resources both within and outside of the school system; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Dr. D. Winona Johnson 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 Dr. Johnson's family.

RESOLUTION NO. 132-97            Re:    **DEATH OF MR. JAMES C. MATHIS, BUILDING SERVICE WORKER ON LONG-TERM LEAVE FROM PARKLAND MIDDLE SCHOOL**

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

WHEREAS, The death on January 8, 1997, of Mr. James C. Mathis, building service worker on long-term leave from Parkland Middle School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In more than 23 years with Montgomery County Public Schools, Mr. Mathis demonstrated competence as a building service worker; and

WHEREAS, Mr. Mathis' eagerness to learn made him a valuable employee; now therefore be it

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

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

RESOLUTION NO. 133-97                      Re:     **DEATH OF MRS. MURIEL K. SKOLNICK, ELEMENTARY COUNSELOR AT NORTH CHEVY CHASE ELEMENTARY SCHOOL**

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

WHEREAS, The death on January 31, 1997, of Mrs. Muriel K. Skolnick, elementary counselor at North Chevy Chase Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Skolnick was a conscientious, dedicated professional who constantly provided high quality educational experiences for the students; and

WHEREAS, In more than 27 years with Montgomery County Public Schools, Mrs. Skolnick established herself as an integral part of the school community, and her flexibility and understanding of human nature made her one of the most valuable staff members; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Muriel K. Skolnick 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. Skolnick's family.

RESOLUTION NO. 134-97                      Re:     **MONTHLY PERSONNEL REPORT**

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

Resolved, That the Board of Education approves the report dated February 11, 1997.

RESOLUTION NO. 135-97      Re:    **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective February 18, 1997:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Alan L. Stein	Principal, Clarksburg ES	Principal, Rocky Hill MS

The Board recessed for lunch from 12:40 to 1:30 p.m.

Re:    **PUBLIC COMMENTS**

The following people appeared before the Board:

<u>Person</u>	<u>Topic</u>
1. Judith Koenick	Epinephrine Administration
2. Joanne Merrill	Senior High School Exam Schedule
3. John Hoven	Gifted and Talented Policy Implementation

Re:    **REQUEST OF SPRINGBROOK HIGH SCHOOL SITE-BASED MANAGEMENT TEAM FOR WAIVER OF POLICY ON GRADING AND REPORTING**

Dr. Vance stated that the Board received the paper from the superintendent on the request of Springbrook High School. Normally, the superintendent provides the Board with a recommendation for its consideration stating the reasoning for that recommendation. In this case, the superintendent did not make a recommendation because Mr. Durso and the committee have met twice with executive staff, and executive staff was unable to provide a recommendation to the superintendent because they needed additional information. That information has been supplied to the Board today. Critical to acceptance of this request is the extent to which there was broad-based parental involvement since the students and their families would be the most impacted by this request. This request is before the Board today because executive staff concluded, after meeting with the Springbrook Committee and sensing their frustration, it was time to bring this request forward for consideration.

Dr. Vance invited the following people to the table: Dr. Steven G. Seleznow, associate superintendent of the Office of School Administration; Mr. Michael Durso, principal of Springbrook High School; Ms. Cindy Waetjen of the Springbrook Leadership council; and Mary Alice Mauser, teacher at Springbrook high School.

Ms. Waetjen and Ms. Mauser presented the recommendation of the Springbrook Leadership Council. Dating back to the 1994-95 academic year, when the Springbrook Leadership Council discussed and accepted an attendance proposal, there has been wide concern to do more in the area of attendance improvement for all Springbrook High School students. Significant discussion and communication has taken place with constituencies, including the facility, administration, student government, and parents. If approved for the 1997-98 school year, communication will continue with new and returning students as well as outreach to community groups, parents and the two feeder middle schools.

The school community of Springbrook High School requested consideration of a waiver from current loss of credit procedures. The proposal is to assign loss of credit not only when a student has five unexcused absences, but also when a student has ten absences, regardless of it being excused or unexcused.

With the impetus for this proposal coming through the Springbrook Leadership Council, there is widespread agreement that solid attendance is a cornerstone for improved academic achievement. The Council believes that once implemented, students will take more ownership of their daily attendance, and as a result show progress in their daily classes, and an ultimate responsibility for their total education.

#### The Proposed Loss of Credit Procedure

Solid attendance is a cornerstone for improved academic achievement. Students will take ownership of their daily attendance, and as a result show progress in their daily classes. A student who accumulates five or more unexcused absences in any class during a semester will lose credit for that course. Three unexcused tardies to any individual class will equate to one unexcused absence in that class as well. All unexcused absences count toward loss of credit. In addition, a student who accumulates ten (10) absences (excused or a combination of excused and unexcused) in any class during a semester will lose credit for that course. Excused tardies to school will count as excused absences for those classes which are already missed and as excused tardy to class of entry for that day. Three excused tardies to a particular class resulting from tardy to school will equate to one excused absence in that class as well. Absences and tardies which are a direct result of school related activities, such as field trips, sessions where the student is receiving resource services, and appointments in guidance or the main office, will not count as absences toward loss of credit. In summary, five unexcused absences or ten total absences will result in a loss of credit for a course. In the event of extenuating circumstances, such as a prolonged or recurring illness, the student/guardian is advised to immediately contact the grade-level dean to discuss and verify the legitimacy of the absences in order to ensure consistent and fair treatment of every student. If Loss of Credit is assigned, the student has the right of appeal according to guidelines stated in the loss of credit letter.

**Warning procedures:**

1. An appropriate emphasis will occur during orientation preceding registration, in the summer newsletter, and in the opening week of school to educate students, parents, and staff concerning the new procedure.
2. When the teacher observes a pattern of excused or unexcused absences, he or she will communicate by phone or writing with the parent/guardian.
3. At the accumulation of three unexcused absences or five total absences, whichever comes first, a letter will be sent apprizing the guardian of the situation.
4. At the accumulation of seven total absences, provided that Loss of Credit has not already occurred, a letter will be sent apprizing the guardian of the situation.
5. At the accumulation of five unexcused absences or ten total absences, whichever comes first, a letter will be sent to the guardian stating Loss of Credit. The letter will state the right of appeal of the student, outlining procedures.

Board Member Concerns and Questions

1. Given the data on the population of the students, who are most affected by a policy like this? Have the parents of those students been involved in this proposal? (Mr. Felton)
2. What is the assurance that there would be sufficient latitude in the appeal process that extends to circumstances beyond the control of parents in regard to medical appointments? (Ms. Signer)
3. When a student misses a class and the parent makes sure the student makes up the work, the class is not a total loss. Why should that student's absence count toward loss of credit? (Mrs. King)
4. Did the committee look into the reasons and problems leading to absenteeism? (Mrs. King)
5. A parent should be allowed to excuse a child from school whenever their child is ill. (Mrs. King)
6. In the paper, the statistics show that the Hispanic and African-American students, in terms of percentages affected, are disproportionate to the student body. Has an analysis been done to see why, and what causes that to be the case? (Mr. Ewing)
7. Looking at the data and statistics substantiating the relationship between the grade point average and absenteeism of students, are there any other factors involved when students do not achieve other than absenteeism? (Dr. Cheung)

8. Within the total number of absent students, are they the same or different students in regard to the first and second semesters? (Dr. Cheung)
9. What were the opportunities for the community or the various groups to report back to the committee regarding agreement, disagreement, or suggestions? What is the mechanism in place for two-way communication? (Mrs. Gordon)
10. How can the school legitimately count the 10 absences toward loss of credit when there is an illness or other normally excused absences? The plan should deal with the root cause of the absenteeism problem, such as teaching techniques. This plan will not address the problems of at-risk students. (Ms. Prager)
11. There has been no consideration of the impact on the students or society. The data to support the plan is selective and incomplete. What are the loss of credits per semester compared to the number of graduates? The data shows that students are being pushed out based on the difference between the students in the 9<sup>th</sup> grade and those in the 12<sup>th</sup> grade. Why is Springbrook High School losing those students? The overall process needs to improve the focus on communication with the community; the efforts displayed here are minimal. The school system has five other policies that refer to absences, and none are mentioned in the proposal except loss of credit. Moreover, there are lawful absences that are state mandated, and is this proposal suggesting these are no longer applicable? Policy JEA-RA addresses communicating with students and parents regarding the problem of truancy with a mechanism for correction. What will happen to the students who lose credit? Will they quit school? The survey did not question the potentially affected students, and there has not been a focus group to ascertain the reasons for absenteeism. (Ms. Gutiérrez)
12. The data presented implies a higher drop out rate with this proposal. What can the school system do to keep students in school as opposed to pushing students out of school? (Mr. Felton)
13. There is no evident plan for evaluation for the one-year pilot. Is there a plan? At the end of the year, it would be important to know the variance in academic performance that can be statistically attributed to attendance versus the effect of other variables. There is a need to know the actual impact on various groups of at-risk students, students from low-income families, disadvantaged students, racial/ethnic groups, and drop-out rates. Without an evaluation plan, there is no basis on which to continue the plan. (Mr. Ewing)



14. There is a lack of clarity on the issue of how to treat illnesses. Even though illness is frequently used as a excuse to avoid school, students coming to school with infectious diseases will impact other students as well as teachers. How will a parent's note excusing a student be treated? Will it require a doctor's certification of illness? How about low-income families who cannot afford doctor's certificates? (Mr. Ewing)
15. What is the difference between unexcused absences and allowances after the fact for extenuating circumstances? There is potential conflict with state mandates with respect to lawful absences unless it is an allowance after the fact for extenuating circumstances which would be very cumbersome. (Mr. Ewing)
16. The statistics presented need to tell the complete story to be effective. The students that are repeatedly absent need to be identified. A proposed pilot needs to define the objectives, what is to be achieved, and measure and evaluation those objectives. There needs to be a strategy for remediation of students that could require additional resources. The student must share the responsibility for attendance along with the parents. More work needs to be done on the proposal for the pilot to improve or deter absenteeism. Central office staff could help the committee prepare a pilot that includes objectives, processes, and an evaluation components. The design of the proposal should lead to improved learning, attendance, and success for all students. (Dr. Cheung)
17. What number or percentage of those losing credit would be graduating seniors? Is there consideration being given for that circumstance? If the proposal results in more students losing credit and increased drop-out rates, would it lower the absenteeism rate? What is the balance? (Mrs. Gordon)

RESOLUTION NO. 136-97      Re:    **REQUEST OF SPRINGBROOK HIGH SCHOOL SITE-BASED MANAGEMENT TEAM FOR WAIVER OF POLICY ON GRADING AND REPORTING**

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

Resolved, That the Board of Education postpone action on the request of Springbrook High School Site-based Management Team for Waiver of *Policy on Grading and Reporting*, and that the concerns raised by the Board be referred to Springbrook High School for their review, additions, deletions, and submission to the superintendent of schools, if applicable.

**Re: UPDATE ON IMPLEMENTATION OF GIFTED AND  
TALENTED POLICY(IOA)**

Dr. Vance invited the following staff to the table: Dr. Steven G. Seleznow, associate superintendent for the Office of school Administration; Dr. Mary Helen Smith, associate superintendent for the Office of Instruction and Program Development; Mrs. Virginia Tucker, acting director of the Department of Academic Programs; and Ms. Ruth Sernak, action director of the Division of Enriched and Innovative Instruction.

Dr. Smith described the collaborative efforts that have been taken to align the school system in order to implement the revised Policy on Gifted and Talented Education. This policy and regulation linked selected offices, departments, and divisions within MCPS in a concerted effort to change the daily learning experience for all students willing to accept the challenge of rigorous instruction. This goal constitutes a massive undertaking. Over the past year, work groups have collaborated to begin the process of reviewing gifted and talented programs in each elementary and middle school; to define initial standards for accelerated and enriched curriculum development in elementary mathematics, science, reading/language arts, and social studies; and to design a three-year model to support a variety of audiences.

Dr. Seleznow stated that a monitoring plan consistent with the policy and details the expectations has been developed by the Office of School Administration. The ambitious effort this year was to monitor implementation of the policy in every elementary and middle school. It has taken longer than expected, and five percent of those schools still remain to be monitored. The monitoring protocol is coded to the elements of the policy and includes a clear set of expectations and standards for gifted and talented program planning, design, and implementation. The next step is to analyze the data that has been collected and ascertain more precisely and systematically the implementation of the policy.

Ms. Shultz stated that this was a new format for collecting data. At the time the information was disseminated, it required explanation on the rationale, process, and work with the principal in collecting baseline information. Principals got the packets, met with G/T liaisons and committees, meet with grade level team members, and use SIMS data to collect the information. The principals took this assessment very seriously and in many instances were self critical in some areas. This document provided the principals with an opportunity to define needs.

Mr. Kress observed generalizations and patterns in the 19 elementary schools with which he worked. He found the following: (1) screening of students, (2) increase in nurturing and mentoring of traditionally under-represented students in gifted and talented programs, (3) training of principals, (4) training of staff is variable, (5) instruction strategies differ from

primary and upper grades, (6) benchmarking allowing schools to focus on the variance, and (7) grouping flexibility especially in language arts.

Mrs. Tucker stated that the curriculum documents were to be substantial and guide teacher instruction on a day-to-day basis. The documents were not add-ons or a separate framework, but flow from the existing curriculum documents giving them utility and efficiency in planning. The accelerated and enriched documents would contain guidelines for planning, pre-assessment, model lessons, recommended instructional strategies, and assessment. They would acknowledge the need for compacting, acceleration and enrichment, and the use of the theory and development work of Dr. Van Tassel-Baska of the College of William and Mary and Dr. Tomlinson of the University of Virginia. The four-year curriculum development cycle develops a new discipline each year beginning with the elementary and middle school mathematics program and then turning to reading/language arts, science, and social studies. Staff has sent forth in three of the curriculum areas to design curriculum development standards to define the instructional process, targets for planning, instructional delivery, and evaluation.

Ms. Sernak reported that training has focused on three audiences: central office, school administrative, and teaching staff. Training for these audiences have been designed to model the type of instruction that link all learners to experience. Assessment strategies, acceleration and enrichment, and grouping and regrouping techniques are done for differentiation. This year's training has focused on the revised policy, content specific training on major components of the policy, and process for planning and managing multiple classroom groups.

Mr. Felton thanked the staff for their efforts and commitment in implementing the Policy on Gifted and Talented Education as well as the presentation of the annual update.

The Board members raised the following questions or made the following statements:

1. There are counties within Maryland where there are no gifted and talented programs, and MCPS has done a great deal to accommodate the community. (Mrs. King)
2. There is a draft of curriculum development standards, but not content standards or performance. Mr. Signer asked for copies of the curriculum development standards for mathematics and reading/language arts in gifted and talented instruction.
3. There should be a wide distribution of curriculum development standards and, in the future, content standards to enable broad-based feedback and input. (Ms. Signer)
4. How much of the information from the highly gifted program is being transferred to regular instruction as well as to implement the new policy? (Ms. Gutiérrez)

5. What kind of evaluation is being put in place to see what the impact of gifted instruction is on the total system, especially those students who are not in the gifted and talented programs? (Ms. Gutiérrez)
6. How is MCPS assuring that the program is racially/ethnically balanced? (Ms. Gutiérrez)
7. How confident is staff that there is a broad enough screening for entry into the gifted and talented programs that applies to different developmental stages as well as diversity? (Ms. Gutiérrez)
8. If the school has an individual student profile, an educational plan can be developed for each child and it becomes seamless as to levels of instruction for any child. Global Access should be brought into the process. (Dr. Cheung)
9. Staff is making substantial progress on a major undertaking, even though some in the community think the pace is too slow. Mr. Ewing would like to read the curriculum development standards as they are developed. If there are descriptions of the approaches of the College of William and Mary and the University of Virginia, Mr. Ewing would also appreciate getting that information.
10. The School Improvement Management Plan is descriptive, but it does not ask principals what their goals and objectives are for the gifted and talented program, and Mr. Ewing urged staff to make that change. Principals should be required rather than strongly encouraged to include in their management plans a measurable objective that related directly to gifted and talented student performance. (Mr. Ewing)
11. Regarding Mr. Hoven's testimony, please indicate where the implementation is and where it is going. (Mr. Ewing)
12. Staff deserves congratulations for dealing with a great deal of feedback, some of whom are not always comfortable within the process, and getting a great deal done on the policy implementation. (Mr. Ewing)

Re: **1995-96 REPORT OF THE MONTGOMERY COUNTY  
ADVISORY COUNCIL FOR CAREER AND TECHNOLOGY  
EDUCATION**

Dr. Vance invited the following people to the table: Mr. Barry Locke, chairperson, and Mr. Gordon Hawkins, vice-chair of the Montgomery County Advisory Council for Career and Technology Education, and Ms. Janice McCall, director of the division of Career and Technology Education.

The advisory committee made the following recommendations:

1. Invite the business and corporate community to comment and advise on industry-related standards for career and technology education programs as well as academic curricula.
2. Support the coordination efforts of county workforce development programs between the business community and education, linked to career opportunities, both today and in the future.
3. Work directly with Career Connections to design models for preemployment training that can be accessed by all students, especially those not enrolled in a career focused program.
4. Provide a mechanism to discuss issues with other relevant committees to the superintendent so all can gain a better understanding of respective goals, coordinate efforts, and avoid duplication.
5. Strengthen the working relationship between such entities as the Montgomery County Workforce Development Corporation (formerly the Private Industry Council), the Suburban Maryland High Technology Council, chambers of commerce, the Montgomery County Office of Economic Development, Montgomery College, and MCPS to collaborate on the achievement of common workforce development goals.
6. Work with appropriate school and community personnel to design and develop a public awareness campaign to increase confidence and advance the level of understanding for the citizens of Montgomery County to the challenges, opportunities, and success of career and technology education programs.
7. Provide support for the design of a career and technology education business report. This report would provide facts and data about career development programs, student work experiences, post-secondary education plans, and success stories. The report could be distributed to potential employers, parents, and grant funders.
8. Support full funding of the MCPS FY 1998 request for the Division of Career and Technology Education.

Mrs. Gordon remarked that applicants lack the basic work skills in preparation for entry-level employment that include reading, writing, and math skills. However, the committee commented on the skills such as punctuality, dress, attendance, and work ethic. How can the school system address those later issues to ensure that former students can have a successful employment experience. Mr. Hawkins responded that businesses were looking to the schools for help in this area; however, there is no clear concept on how this could be accomplished except through the curriculum. Some employers have instituted programs for pre-employment seminars.

Mrs. Gordon stated that one of the issues is that MCPS narrowly looks at students who are going into the workplace as opposed to those attending college. She was not sure that higher education imparts those skills to its students; therefore, skills for successful employment should be taught for all students in the public school setting. Ms. Blumenthal replied that she works with professors at the University of Maryland who teach successful behaviors for employment as well as success in school. For example, graduate students speak to school groups or PTAs.

Mrs. King thought exposure to the job environment as evidenced by the Shadow Program is helpful for students to see first-hand what is expected of them. Mrs. Ravick stated that there is a need very early in the schooling of students to educate them to the fact that they will be in the business world for forty years or more after graduating from school. They have got to learn to sell themselves in getting a job and keeping it.

Ms. Prager questioned the mission of the committee as to whether it was technology education or establishing partnerships with business. Mr. Locke stated that career and technology education is applicable to all students in the school system. The basic mission is to monitor the Division of Career and Technology Education and provide advice and counsel.

Ms. Prager mentioned that with the required technology course, the delivery of the curriculum is not exciting or as beneficial as it could be for the learners. Ms. Costas stated that business community encourages the school system to package career and technology education so that it is prestigious course. Mr. Hawkins thought MCPS should have a very flexibly curriculum to allow for workplace learning. Parental involvement is critical in teaching proper dress as well as work ethics.

Dr. Cheung mentioned customer focus and how businesses educate their employees to deal with customers. He asked how the skills taught in the hotel management program could be disseminated to other students? Reading, writing, and math are the responsibility of the school system. Family and character values require the example and leadership from the family and community. We need to define the jobs in technology that do not need a doctorate or masters degrees. Businesses could define the courses that would lead to well paying employment, and students will compete for those opportunities with the appropriate skills and behavior.

Mr. Ewing observed that two recommendations speak of a public awareness campaign and a career and technology business report. He

asked if the superintendent's response to those recommendations meet the intent of the recommendations? Mr. Locke replied the committee fundamentally agrees with the superintendent. The Division of Career and Technology Education has reached out to the community, and it is the duty of the business community to respond. However, there is a need to bring the parents and the community at large into a role with technology education. Mr. Hawkins observed that companies are hiring students with college backgrounds rather than with a high school education. MCPS needs to identify to businesses that technology education is taking place earlier in a student's education.

Mr. Ewing suggested that MCPS might develop a six- to twelve-hour program involving role playing and meet with business representatives. This program could be funded by the business community or a grant. Ms. McCall reported that there are two initiatives for pre-employment training programs through (1) the Lake Forest Academy in conjunction with the National Retail Federation, and (2) Montgomery Youth Works.

Ms. Gutiérrez stated that 79% of the national workforce does not have a college education. The school system needs to address that larger group of individuals and should be a major focus of the K-12 education. The focus of developing a career through schooling has never been the American focus. Many of the issues raised in the Council's recommendations are societal issues that are beyond the scope and purview of the school system. The Board could take the initiative and conduct a forum to see where there is a commonality to work toward a solution. The Board should invite the business and the corporate community to comment on MCPS' technology courses and offer specific suggestions for the improvement of those courses. The Career Center in high schools need to focus more on post high school careers rather than entrance into colleges. Mr. Costas agreed and offered the suggestion that students need to distinguish between a job and a career. The skills sets of students could be developed to carry a person throughout their lives.

RESOLUTION NO. 137-97      Re:    **1995-96 REPORT OF THE MONTGOMERY COUNTY  
ADVISORY COUNCIL FOR CAREER AND TECHNOLOGY  
EDUCATION**

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

Resolved, That the Board of Education accept the 1995-96 Report of the Montgomery County Advisory Council for Career and Technology Education and the Staff Response.

Re: **MONTHLY FINANCIAL REPORT AND YEAR-END PROJECTIONS**

Mr. Bowers pointed out that in the next couple of months state revenue will increase as a result of students in private placements. Even though there are additional revenues, MCPS cannot use them to apply against deficits and expenditures unless there is additional appropriation authority. On the report on the expenditure side, most categories are within one percent of the budget; however, there is a three-percent variance in the special education category. Each category has a projection for surpluses and deficits through the end of the year. A significant issue in categories one and four is legal fees. In the operation of plant and equipment funds, there will be a savings depending on the severity of weather. Finally, there is also a savings in employee benefit plan.

Mr. Felton asked about the next critical point in projecting expenditures through the end of the year. Mr. Bowers replied that the weather can create problems if contractual overtime is paid and costs for energy are increased. When the winter has passed, a reasonable projection can be made.

Ms. Signer was concerned about the legal fees. MCPS needs to undertake a comprehensive review of how legal services are provided to the school system. In category seven (student transportation), why is MCPS paying more for overtime and substitute bus operators? Mr. Bowers responded that there were position vacancies.

Mr. Ewing commented on category four and the deficit estimate increasing by \$300,000 in one month. What is the basis for assuming that it will not continue to rise at a substantial rate for the rest of the year? Mr. Bowers stated that it will rise a little with legal fees going up and settlement payments going down. Also, private placements are higher than anticipated. The payment for part-time special education instructional assistants needs to be reviewed and analyzed for better cost containment.

Mr. Ewing pointed out in the report that MCPS will continue to resist settlements that are not cost effective in the long run or in the best interests of the child while keeping overall legal costs under control. When the criteria are in conflict, which one prevails? Mrs. Gemberling emphasized the interests of the child is always the first concern.

Ms. Gutiérrez observed that here are 530 students over projection needing special education services, and asked whether or not MCPS was entitled to additional funding from state and federal funds? Mr. Bowers confirmed there will be additional funding from the federal government. The state has a flat rate built into state law, and the allocations change where there are private placements.



Ms. Gutiérrez asked if there was anything that staff can put in place immediately to prevent further deficits in special education? Dr. Spatz stated that there is dispute resolution, a settlement review committee, fiscal letters from attorneys, fiscal models, and all this done while keeping best interest of the child in mind. Review is taking place on additional steps recommended by the Budget Review Committee on Special Education.

**RESOLUTION NO. 138-97            Re:    CLOSED SESSION RESOLUTION**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Mrs. King, 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, February 24, 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 OF CLOSED SESSION**

On January 14, 1997, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on January 27, 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 27, 1997 from 7:00 to 8:00 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, legal matters with its attorney and process for superintendent-s mid-year evaluation. The Board reviewed and adjudicated Appeal No. 1996-35, 1996-36, and 1996-39.

In attendance at part or all of the closed sessions were: Betsy Arons, Alan Cheung, Blair Ewing, Reggie Felton, David Fischer, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Nancy King, Donald Kopp, George Margolies, Brian Porter, Rachel Prager, Glenda Rose, Mona Signer, Steven Seleznow, Roger Titus, and Paul Vance.

RESOLUTION NO. 139-97      Re:    **MINUTES OF NOVEMBER 25, 1996**

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

Resolved, That the Board of Education approve its minutes for November 25, 1996.

RESOLUTION NO. 140-97      Re:    **MINUTES OF DECEMBER 10, 1996**

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

Resolved, That the Board of Education approve its minutes for December 10, 1996.

RESOLUTION NO. 141-97      Re:    **MINUTES OF DECEMBER 12, 1996**

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

Resolved, That the Board of Education approve its minutes for December 12, 1996.

RESOLUTION NO. 140-97      Re:    **MINUTES OF JANUARY 15, 16, AND 21, 1997**

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

Resolved, That the Board of Education approve its minutes for January 15, 16, and 21, 1997.

RESOLUTION NO. 143-97      Re:    **EDUCATIONAL LOAD**

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

WHEREAS, the Montgomery County Public Schools (MCPS) System is committed to Success for Every Student; and

WHEREAS, MCPS has achieved national recognition for its innovation and creativity in adopting an Educational Load concept which attempts to ensure equity in the allocation of funding and services to accommodate critical differences among school populations such as mobility, poverty, emotional and physical disabilities; and

WHEREAS, MCPS has continued to provide information to the community regarding funding allocations with the publication of Schools at a Glance, and other funding documents; and

WHEREAS, The citizens of Montgomery County, Superintendent of Schools, Administrators, Principals, Teachers, Staff, and Students continue to pursue excellence in the delivery of our educational system; and

WHEREAS, The concept of "educational load" continues to be endorsed by the public at large as a means of further understanding the complexity of factors which impact a quality learning environment; now therefore be it

Resolved, That the Board of Education request the Superintendent to review the current educational load factors in determining equitable funding allocations, and to make recommendations, as appropriate regarding modification of factors; and be it further

Resolved, That the staff refine the information provided to the public regarding MCPS base operating costs per student to include, but not be limited to, instructional, administrative, support, transportation, technology, materials and supplies, and other categories as

determined appropriate by staff, and that costs associated with special programs (Special Needs, Magnet, Signature, etc.) be identified separately.

RESOLUTION NO. 144-97            Re:    **MANAGEMENT AND FISCAL POLICY COMMITTEE'S RECOMMENDATION**

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

WHEREAS, The Management and Fiscal Policy (MFP) Committee of the County Council reviewed capital projects planning for all agencies; and

WHEREAS, The MFP Committee discussed the concept of consolidating all facility planning functions for the county into one agency; and

WHEREAS, A response from each agency will be requested; now therefore be it

Resolved, That the Board of Education schedule time, in a timely fashion given the schedule of the MFP Committee, to discuss this issue and to take action, if appropriate.

RESOLUTION NO. 144-97            Re:    **PEDICULOSIS**

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

WHEREAS, Pediculosis is common in schools; and

WHEREAS, Pediculosis causes great concern, anxiety, and distress for students, parents, and staff; and

WHEREAS, Pediculosis is easily treated once detected; and

WHEREAS, Information and education about pediculosis and its spread can lead to prevention; now therefore be it

Resolved, That consistent, accurate information be available to parents and staff through countywide implementation of MCPS Regulation JPB-RB; and be it further

Resolved, That the superintendent review and make appropriate revisions, if any, to MCPS Regulation JPB-RB - Pediculosis.

**RESOLUTION NO. 146-97      Re:    STAY-IN-SCHOOL INITIATIVE**

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

WHEREAS, Many MCPS high school students are not completing a full secondary school program leading to a Maryland High School degree or certificate due to truancy and chronic attendance problems, placing these students academically or socially at-risk and leading to failure in the classroom, loss of credit, and school abandonment; and

WHEREAS, Those students that do not complete a high school program are statistically over-represented in low-wage jobs and occupations, and/or can become involved in illegal or nonsocial behaviors in their future adult lives; and

WHEREAS, MCPS, Montgomery County government agencies, non-profits, and community-based organizations each have many alternative programs, intervention strategies, and attempt to provide support services for the same population of at-risk adolescents, yet, with little or no coordination of effort, resources, and services; and

WHEREAS, A number of student-retention programs which have been developed in various urban school districts are yielding significant improvements and measurable results in reduction rates (See attached program summaries for FACTS, MSAP, SOAR, FAST TRACK, STRIVE, and others); now therefore be it

Resolved, That the Montgomery County Board of Education refer to its Advisory Committee on Minority Student Education for it to identify, review, and propose strategies and initiatives to the Board and to the superintendent for improving high school attendance and graduation rates for at-risk students in all MCPS high schools in support of the Success for Every Student Plan.

**Re:    NEW BUSINESS**

Mr. Ewing moved and Dr. Cheung seconded the following:

WHEREAS, The Board of Education is on record in support of a continuing process of inquiry into the possibilities and options associated with a longer school day and year; and

WHEREAS, The Board of Education desires to continue to work with the County Executive and County Council on issues associated with a longer school day and year; now therefore be it

Resolved, That the Board of Education will appoint an additional representative(s) to join the working group on a longer school day and year, and will continue to work on these issues, focusing on research on the options, their costs and benefits, as well as their drawbacks, in order to develop a coherent set of options for public and governmental consideration.

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

WHEREAS, The Board of Education approved a resolution instructing the superintendent of schools to make a comprehensive review of all aspects of the K-12 program in English and language arts; and

WHEREAS, The work has begun and it reflected in the Board of Education's adopted FY 1998 operating budget for MCPS; now therefore be it

Resolved, That the Board of Education direct the superintendent of schools to provide a detailed progress report to the Board by September 1, 1997, of progress on the comprehensive review, and to show in that report how it will support efforts to address the issues raised by Montgomery College about the need some students entering Montgomery College from MCPS have for remediation in reading; and be it further

Resolved, That the Board of Education schedule time for discussion of these reports in the fall of 1997.

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

WHEREAS, The Board of Education has received a report from the superintendent of schools on progress made since November 1995 in implementation of the policy on the education of gifted and talented students; and

WHEREAS, There is a plan to complete an assessment of the status of implementation by school; now therefore be it

Resolved, That the superintendent of schools be directed to provide to the Board of Education as soon as practicable, but not later than November 1997, a report that makes clear where each school stands with respect to implementation, and what plans exist to ensure full implementation in each school; and be it further

Resolved, That the Board schedule time to discuss this report at a second anniversary review of actions taken since the passage of the revised policy.

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

Resolved, That the Board of Education schedule a discussion about the Technology Conference sponsored by NFUSSD and how we might use lessons learned to foster implementation of global access.

Ms. Prager moved and Mrs. Gordon seconded the following:

Resolved, That the Board of Education take time to discuss the instruction in non-honors courses and teacher accountability in such courses.

RESOLUTION 147-97      Re:    **CRITICAL UNMET NEEDS**

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

WHEREAS, On March 23, 1993, the Board of Education forwarded a list of critical unmet needs to the county executive and County Council for consideration in the FY 1994 Operating Budget, and every year since FY 1995, the Board has sought to address these needs with a plan of multi-year budget initiatives that conveys the Board's intent to strengthen the educational system; and

WHEREAS, This list includes reduced class size, improved school leadership, enhanced safety and security, modernized instructional and administrative technology, improved programs for children with special needs, increased emphasis on early childhood, strengthened educational accountability, expanded investment in staff training, improved and innovative learning models, and increased building maintenance; and

WHEREAS, Some of these needs were addressed with specific budget initiatives in the FY 1997 budget or are addressed in the Board's FY 1998 budget request, and many other critical needs have not been met; now therefore be it

Resolved, That the members of the Board of Education believe there are critical unmet needs that the Board's FY 1998 Operating Budget Request does not address; and be it further

Resolved, That the Board adopt and transmit along with its FY 1998 Operating Budget, the attached list of critical unmet needs [subject to editorial changed upon further input from Board members] that the Board considers essential to maintain the Montgomery County Public Schools' standards of excellence; and be it further

Resolved, That the Board approve the attached multi-year budget initiatives plan listing the specific services that must be implemented over the next five years to address its critical unmet needs; and be it further

Resolved, That a copy of this resolution, a list of critical unmet needs, and a multi-year budget initiatives plan be submitted to the county executive and County Council, and that these also be shared with employees, parents, and the public.

### **CRITICAL UNMET NEEDS**

The Board has identified and adopted a list of specific unmet needs that are critical to the success of all Montgomery County students. Given the limited resources allocated by the County and the State, and reductions experienced in recent years, these needs are only partially addressed in the FY 1998 budget. While the Board acknowledges that there are many other unmet needs, it is the Board's intention to focus discussion on those it deems critical to moving the school system forward in a way that will continue excellence. Below is a description of each of the critical needs identified by the Board, set forth in no priority order.

**Reduced Class Size** - Students deserve relief from large class sizes now existing at all levels. The Board has requested additional classroom teachers and instructional assistants at the elementary level to provide more staff support in the classroom, and additional secondary teachers to reduce the number of classes that exceed maximum guidelines. The multi-year initiative adopted in October 1996 would reduce class sizes over a three-year period to the levels that prevailed in FY 1995. Since then, larger class sizes have resulted in a greater number of combination classes at the elementary level and a larger number of classes that exceed maximum guidelines at the secondary level. To meet the needs of an increasingly diverse student population including special education students mainstreamed into regular education classes, sufficient staff must be allocated to reduce classes to a level where more individualized instruction can take place and in a setting where classroom discipline can prevail.

**Improved School Leadership** - Improving school leadership requires strengthening the administrative support available to principals. In the last few years, demands on principals have increased due to ever-changing community/student needs and unfunded federal and state mandates; while at the same time other administrative supports have decreased. New laws and other state and federal requirements compel principals to spend



considerable time and energy on non-instructional activities, whether it be handling student discipline, addressing employee grievances, appearing at community events or soliciting funding from private partners. The Board's multi-year initiative adds student support specialists in the secondary schools, instructional support teachers at the elementary level, and administrative facilitator support to the Office of School Administration to strengthen school leadership, assist with staff training, and provide support in the overall smooth operation of the school. Additional resources will be needed to support our principals in their ever expanding roles and responsibilities.

**Enhanced Safety and Security** - Safety and security are essential prerequisites to a quality learning environment. Parents must be assured that their children are safe if public confidence is to be maintained. For several years, MCPS has invested in staff resources, training, and technology to buttress building safety. As further advances in technology are available, MCPS must invest in them to aid staff to deter undesirable conduct and identify those violating school security. Students and staff must also feel secure within the school. In order to deal with disruptive students, the Board has approved a new alternative program for middle school students, but more alternative programs are needed at the secondary level. We must guarantee that our schools will provide a positive climate where teachers can teach, and students can learn.

**Modernized Instructional and Administrative Technology** - Student and staff yet to be served deserve a commitment to full implementation of Global Access. To maintain our status as a world class school system, all students must have technology to connect them to the exciting world of information and telecommunication. Global Access will change the way teachers teach and transform classrooms from a teacher-centered model to a student-centered inquiry-based model. In addition to changing the classroom, administrative and business information systems must be updated. The Year 2000 computer software date problem compels MCPS to review its administrative systems, moving to develop a core business system linking a variety of business computer applications. In addition to systems development, provide training, including technical support and instructional technology training for teachers and staff. Equity dictates that all students be exposed to resources open to them via classroom technology.

**Improved Programs for Children with Special Needs** - Consistent with law, a quality education for all children with special needs must be provided, but resources have not grown as fast as the needs of these students. Enrollment in special education has grown rapidly, driven by unfunded state and federal mandates. MCPS needs to provide services to these children in the least restrictive environment. MCPS must invest more in early intervention to avoid more costly placements. Students who come from educationally and economically disadvantaged homes are increasing rapidly in numbers and as a proportion of the total student population. Students whose native language is not English continue to require intensive help, and their numbers are large. In addition, the population of students

who are gifted and talented continues to increase, and their need for accelerated and enriched curriculum, and different styles of teaching requires investment in curriculum change and teacher training.

**Increased Emphasis on Early Childhood** - The Board is committed to expanding early childhood programs. This is consistent with the National Education Goal on School Readiness which states that by the year 2000, all children in America will start school ready to learn. A growing body of research shows that this investment can return high levels of educational effectiveness. As a result of FY 1997 funding, MCPS can accommodate all eligible four-year old Head Start children. The gains in this program can be lost if the benefits are not continued through all-day Kindergarten programs which have demonstrated major academic, social and developmental benefits for all children. Further, Title I programs to assist the educationally disadvantaged must be expanded to include all eligible schools. Moreover, the number of instructional assistants must be increased at the K-3 grades where they can have the greatest impact.

**Strengthened Educational Accountability** - In a period of limited availability of resources, it is essential that the Board be able to assess systematically, over a six year period, which instructional and support programs must be continued and enhanced, and which curtailed or eliminated. It is only through careful evaluation of data that decisions about what works can be made. To ensure that the school system's programs are effective, the Board must develop an agenda for evaluation that will expand its efforts to assess programs, report on their effectiveness and make necessary changes. A strong accountability effort is the cornerstone for excellence.

**Expanded Investment in Staff Training** - Quality educational services depend on well-trained teachers, administrators, and supporting staff. Changes in student diversity and the introduction of new learning technology place new demands on teachers to develop new skills and incorporate them into learning models. MCPS staff is committed to an approach of continuous improvement to change the way in which schools work. Quality education means quality staff, requiring more support for staff development.

**Improved and Innovative Learning Models** - It is critical that improved educational practices be implemented and that innovative learning models be developed, particularly in our high schools. A variety of special programs has been established and supported in previous years. In FY 1998, MCPS proposes to introduce signature programs in five more high schools based on community plans and preferences. Educational reforms being modeled across the nation must be analyzed and the best of these ideas tested in MCPS settings. Creativity and innovation must be developed, fostered, and encouraged. Resources are needed to maintain MCPS on the cutting edge of educational innovation.

**Increased Building Maintenance** - Well maintained schools are essential to effective learning and public confidence in educational quality. The rapid increase in the number of new facilities and a 15 percent reduction in maintenance staff have severely stretched maintenance resources. In addition, MCPS has an aging inventory of buildings; the number of buildings more than 30 years old and in need of modernization has increased significantly because of funding constraints that have delayed modernization. Equipment used in schools has become increasingly sophisticated with electronic components that are expensive to maintain and repair. With the virtual elimination of paint crews in FY 1993, the backlog of schools in dire need of painting continues to increase. Without accelerated structural painting, the basic infrastructure will deteriorate, resulting in higher costs in later years. (See attachment.)

Mrs. Gordon stated for the record: I would like to say I was prepared to adopt this as it is originally written. It is not my unwillingness to approve the critical unmet needs that caused my negative vote. But, I just know, having gone through this on a number of issues, that trying to get eight different people to approve eight different corrections may cause the intent to be changed.

**Re: ITEMS OF INFORMATION**

The following were items of information:

1. Items in process
2. Construction Progress Report
3. Minority-, Female-, or Disabled-Owned Business and Procurement Report for the Second Quarter of FY 1997
4. Resource Conservation Plan for FY 1998

RESOLUTION NO. 148-97      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 February 11, 1997, at 6:05 p.m.

PRESIDENT

SECRETARY

PLV:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION**  
**SUMMARY SHEET**  
**FEBRUARY 11, 1997**

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