



**Ballot Two**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mrs. Brenneman

**Ballot Three**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Four**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Five**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Six**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Ms. Gutierrez  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Seven**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Ms. Gutierrez  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Eight**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. DiFonzo  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Nine**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Ten**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Eleven**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mr. Pischevar  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Twelve**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Thirteen**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Fourteen**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Fifteen**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Sixteen**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pischevar  
Mr. Pischevar voted for Mr. Pischevar

**Ballot Seventeen**

Mrs. Brenneman voted for Mrs. Brenneman  
Dr. Cheung voted for Mrs. Fanconi  
Mrs. DiFonzo voted for Mrs. Brenneman  
Mr. Ewing voted for Mrs. Fanconi  
Mrs. Fanconi voted for Mrs. Fanconi  
Ms. Gutierrez voted for Mrs. Fanconi  
Mrs. Hobbs voted for Mr. Pishevar  
Mr. Pishevar voted for Mr. Pishevar

Re: APPOINTMENT OF VICE PRESIDENT PRO  
TEM

Without objection, Mrs. Hobbs appointed Mr. Pishevar to serve as the vice president pro tem for the meeting of December 10, 1991.

Re: STATEMENT BY MRS. HOBBS

Mrs. Hobbs made the following statement:

"I attended my first Board of Education meeting in October of 1986. I sat in this room trying to follow an agenda that was more like Greek or Latin than English. I remember hearing about JIM schools and thinking it must be a physical education facility. Most acronyms are still difficult for me to comprehend. I watched Jim Cronin, Marilyn Praisner, Sharon DiFonzo, Jim Cronin again, Bob Shoenberg, and Blair Ewing serve as Board presidents since that first Board meeting. Hopefully I have learned a great deal because I learn best by observing and hearing rather than reading, and hopefully I will serve this Board of Education well. I hope I will have the full support from each Board member, or at least a majority of the Board members. MCPS is facing difficult times. I am not going to pretend that I have the answers or give an eloquent description of what we might strive to achieve in this time and place. We are all feeling the anxiety and stress of recent budget reductions and the forecast of more financial limitations. I appreciate the opportunity that I have been given and the challenge to be the president of the Board. I intend to represent the Board and MCPS to the best of my ability. Thank you."

Re: STATEMENT BY MR. PISHEVAR

Mr. Pishevar made the following statement:

"I would like to thank the Board members for appointing me to the position, and I will serve it, even as short as it is, to the best of my ability. Thank you."

Re: PRESENTATION BY THE SUPERINTENDENT

On behalf of the members of the Board and the staff, Dr. Vance presented Mr. Ewing with an engraved pen as a memento of his year as Board president.

RESOLUTION NO. 1043-91 Re: BOARD AGENDA - DECEMBER 10, 1991

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

Resolved, That the Board of Education approve its agenda for December 10, 1991, with the addition of a five-minute presentation by the curriculum specialists.

RESOLUTION NO. 1044-91 Re: AN AMENDMENT TO THE BOARD AGENDA - DECEMBER 10, 1991

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

Resolved, That the Board of Education amend its agenda for December 10, 1991, by postponing the item on the Home School Efficiencies Task Force.

RESOLUTION NO. 1045-91 Re: BOARD AGENDA - DECEMBER 10, 1991

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

Resolved, That the Board of Education approve its agenda for December 10, 1991, as amended.

Re: TRANSFER OF STUDENTS: JEE-RA

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

Resolved, That the Board of Education approve the following regulation, Transfer of Students:

I. PURPOSE

To publish the procedures of the Board of Education concerning the within-county transfer of students and to establish the procedures for initiating and approving a transfer request and

for responding to individual transfer requests while meeting larger school system concerns regarding utilization, enrollment, racial/ethnic diversity, and stability.

## II. BACKGROUND

Students normally should attend the school within the established attendance area in which they reside ("assigned and home school"). However, a request for a student to attend a school outside such attendance area may be initiated by the parents (guardians), eligible student (18 years of age or older), special services staff, or the principal of the home school.

Approved transfers will be subject to reapplication and a new evaluation when a student is ready to move from the elementary to the secondary, e.g., middle/intermediate level. Paired elementary schools are considered one school. The reapplication will be evaluated in light of the criteria set forth in this regulation.

Middle/intermediate school students who received an approved transfer to a new secondary feeder pattern and wish to remain in that pattern will be required to reapply at the senior high level; however, the transfer will be approved automatically, if possible, and the athletic ineligibility set forth in Policy JEE, Section B.2., shall be waived.

Middle/intermediate school students who wish to transfer to a high school other than their existing feeder pattern or assigned home school must submit an application which will be evaluated in light of the criteria set forth in this regulation. If the transfer is approved, the athletic ineligibility set forth in Policy JEE, Section B.2., applies. Parents may request a waiver by writing to the coordinator of secondary physical education and athletics, explaining the reason for the transfer.

A magnet school is one where special programs have been established and students may be required to meet certain requirements in addition to those set forth in this regulation in order to be admitted. All-day kindergarten and pre-kindergarten programs are offered in some schools and are subject to the same criteria set forth in this regulation.

Students whose families have moved within the county who wish to continue attending their former assigned home school should request a transfer from the school serving their new neighborhood to the school they have been attending. Such requests normally will be approved for the remainder of the current school year. Requests to stay at that school longer will be considered on the same basis as other transfer requests.

Transfer requests for younger siblings of students, including

step brothers and sisters and half brothers and sisters, for whom transfers have been approved will be given a preference for transfer, if possible, provided that the older sibling will also be in attendance at the receiving school.

### III. PROCEDURES

#### A. Identifying Schools that will be Adversely Affected by Transfers

Transfers into or out of certain schools will be evaluated in light of over- or under-utilization (enrollment), racial/ethnic diversity, or need to stabilize enrollment due to a boundary change or consolidation/closure. On or about January 15 of each year the school system will publish information on conditions related to transfer for each school. The information will be available at each school and area office.

Transfers to and from schools are reviewed for their impact on:

1. Utilization and desired enrollment including consideration of whether the school in question is predicted to be overcrowded within the next two school years;
2. Racial/ethnic diversity; and
3. School stability due to recent or proposed closure, consolidation, or boundary change.

#### B. Timetables and Deadlines

1. Transfer requests for the next school year will only be accepted between February 1 and April 1 for the following school year.
2. Every effort will be made to notify parents and students by May 15 of the action taken on each transfer request. If there are more requests than spaces allotted, eligible requests for transfer to pre-kindergarten, all-day kindergarten, or an elementary magnet program, will be assigned by lottery on or about June 15.
3. Transfer requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Students must enroll



in and attend their assigned home school while a transfer request is being processed.

C. Process for Transfers

1. Initiated by Parents (Guardian) or Eligible Students (18 years of age or older)
  - a) If after visiting the student's assigned home school and consulting the School Transfer Status List, a transfer is still desired, MCPS Form 335-45, Request for Student Transfer From Assigned Home School, must be obtained from the principal of the assigned home school.
  - b) This completed form must be submitted to the principal of the student's assigned home school by the deadline. The principal's signature signifies knowledge of the request, but does not constitute agreement or disagreement with the request.
  - c) The principal will forward the requests as received to the area transfer review committee for a decision.
  - d) The transfer may be approved or denied after considering the reason(s) for the transfer, the total number of requested transfers, and the effect of the requests on both the sending and receiving schools with regard to:
    - (1) utilization and enrollment based on the April update of projections for the upcoming school year(s);
    - (2) racial/ethnic diversity;
    - (3) stability.Transfers that are consistent with all of these factors will be approved. The reason(s) advanced for transfers which are inconsistent with one or more of these factors will be weighed in light of the impact of transfers on the enumerated factors.
  - e) Transfers to pre-kindergarten, all-day kindergarten, and elementary magnet program will be approved under the same guidelines as

other transfers.

- f) A transfer request to a secondary magnet school or to an area center for the highly gifted must be completed immediately following (not before) the student's acceptance in that program.
- g) Child care needs for elementary students will be accommodated within the parameters of this regulation.
- h) Unique personal hardship will be balanced against any adverse impact on the schools involved and may override other considerations. In addition, at the secondary level, individual educational program needs, but not individual courses or ROTC, may constitute the sole basis for transfer approval.
- i) Students wishing to transfer to magnet programs for gifted and talented (1-6), an area center for the highly gifted (4-5/6), or a secondary magnet school (6-12), must meet the qualifications for the program. Students will be selected by screening committees based on the criteria for the programs and available space.
- j) Transportation to the school to which a student has been transferred is the responsibility of the parent or guardian unless such transportation is specifically provided by the Board of Education. Transportation will not be provided solely because the transfer has been approved.
- k) The parent(s) or guardian will receive written notification of approval or disapproval of a transfer request from the area office in accordance with section III.B.2. The decision letter will include information about appeal procedures in cases of denied requests. (See Appeals III.D) The student must enroll in and attend the assigned home school while an appeal is in process. The sending and receiving schools will be notified that the request has been approved or disapproved.

2. Initiated by the Principal

- a) Prior to initiating a request for transfer of a student, the principal and the pupil personnel worker assigned to the student's home school will:
  - (1) Review the student's educational, medical and behavioral record and consider alternative programs
  - (2) Schedule a conference with the parent (guardian) and the student
- b) If placement in another school is indicated, the following steps are implemented:
  - (1) The principal informs the area associate superintendent in writing of the reason(s) for the recommended transfer and the alternatives, if any, which were attempted to maintain the student in the assigned home school.
  - (2) The pupil personnel worker arranges the necessary conferences with the parent (guardian), student, and principal of the receiving school and special services staff of the area office and supplies written confirmation of the placement to all parties concerned.
- c) Special Education and Pupil Services staff of the area office in which the receiving school is located is responsible for monitoring the academic progress and social adjustment of the student whose transfer was initiated by the principal.

3. Initiated by Special Education and Pupil Services

Transfers may be initiated by Special Education and Pupil Services staff, in concert with parent (guardian) and the concerned school's staff, at any time for special circumstances. The approval or denial of special services initiated transfers is the responsibility of the supervisor of Special Education and Pupil Services in the area office in which the receiving school is located.

## D. Appeals

If a transfer is denied at the area level, the parent or guardian may appeal the decision to the superintendent of schools. Appeals must be made in writing and must be received by the Office of the Superintendent of Schools within 10 days of the date of the area decision letter. The appeal should state the reason(s) for seeking review of the decision. It is not necessary to provide additional information in order to appeal, but the appellant should include any additional information to be considered. The superintendent will review all available information before issuing a decision. Although the matter is usually considered on the basis of the documents and telephone conferences, personal conferences may be arranged by the superintendent's hearing officer. Decisions will be made promptly given the number, complexity and timing of appeals being handled at the same time. Most, if not all, appeals will be decided by the superintendent on or before July 15.

An appeal from the decision of the superintendent must be made in writing and received by the Board of Education within 30 days of the date on the superintendent's decision letter, although appellants are strongly encouraged to note any appeal within 10 days of receipt of the superintendent's decision. If there is additional information in the appeal to the Board, the superintendent will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal. The Board's decision will be rendered in writing.

RESOLUTION NO. 1046-91 Re: AN AMENDMENT TO JEE-RA: TRANSFER OF STUDENTS

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

Resolved, That JEE-RA: Transfer of Students be amended by adding "of individual schools following facilities decisions such as boundary changes" after "stability" in I. Purpose.

RESOLUTION NO. 1047-91 Re: AN AMENDMENT TO JEE-RA: TRANSFER OF STUDENTS

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

Resolved, That JEE-RA: Transfer of Students be amended by substituting "which address school system policies and regulations that have to do with the impact of transfers on" for "while meeting larger school system concerns regarding" in I. Purpose.

Board members agreed to change "to publish" to "to establish" in I. Purpose. They also agreed to delete "normally should" and substitute "are expected to" in II. Background. They also added the full title of the deputy superintendent responsible for the regulation. Under II. Background, in the paragraph on middle/intermediate school students, Board members substituted "a transfer" for "an approved transfer."

There was agreement that staff would make a note about transfers for all-day kindergarten and pre-kindergarten programs being for one year only. There was agreement to delete the sentence reading, "a magnet school is one where special programs have been established...." Board members agreed that in place of "parents (guardians)" the regulation would read, "parents or guardians."

In Section C. d) (3), Board members agreed to substitute "transfers such as child care, pre-kindergarten, all-day kindergarten, and magnet programs will be weighed along with the impact of those transfers on the schools" for "transfers which are inconsistent with one or more of these factors will be weighed in light of the impact of transfers on the enumerated factors."

RESOLUTION NO. 1048-91 Re: AN AMENDMENT TO JEE-RA: TRANSFER OF STUDENTS

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

Resolved, That JEE-RA: Transfer of Students be amended to substitute "15 days" for "10 days" in D. Appeals in the second sentence.

RESOLUTION NO. 1049-91 Re: JEE-RA: TRANSFER OF STUDENTS

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

Resolved, That the Board of Education approve the following regulation, Transfer of Students (as amended):

I. PURPOSE

To establish the procedures of the Board of Education concerning the within-county transfer of students and to establish the procedures for initiating and approving a transfer request and for responding to individual transfer requests which address school system policies and regulations that have to do with the impact of transfers on utilization, enrollment, racial/ethnic diversity, and stability of individual schools following facilities decisions such as boundary changes.

II. BACKGROUND

Students are expected to attend the school within the established attendance area in which they reside ("assigned and home school"). However, a request for a student to attend a school outside such attendance area may be initiated by the parent or guardian, eligible student (18 years of age or older), special services staff, or the principal of the home school.

Approved transfers will be subject to reapplication and a new evaluation when a student is ready to move from the elementary to the secondary, e.g., middle/intermediate level. Paired elementary schools are considered one school. The reapplication will be evaluated in light of the criteria set forth in this regulation.

Middle/intermediate school students who received a transfer to a new secondary feeder pattern and wish to remain in that pattern will be required to reapply at the senior high level; however, the transfer will be approved automatically, if possible, and the athletic ineligibility set forth in Policy JEE, Section B.2., shall be waived.

Middle/intermediate school students who wish to transfer to a high school other than their existing feeder pattern or assigned home school must submit an application which will be evaluated in light of the criteria set forth in this regulation. If the transfer is approved, the athletic ineligibility set forth in Policy JEE, Section B.2., applies. Parents may request a waiver by writing to the coordinator of secondary physical education and athletics, explaining the reason for the transfer.

All-day kindergarten and pre-kindergarten programs are offered in some schools and are subject to the same criteria set forth in this regulation.

Students whose families have moved within the county who wish to continue attending their former assigned home school should request a transfer from the school serving their new neighborhood to the school they have been attending. Such requests normally will be approved for the remainder of the current school year. Requests to stay at that school longer will be considered on the same basis as other transfer requests.

Transfer requests for younger siblings of students, including step brothers and sisters and half brothers and sisters, for whom transfers have been approved will be given a preference for transfer, if possible, provided that the older sibling will also be in attendance at the receiving school.

### III. PROCEDURES

#### A. Identifying Schools that will be Adversely Affected by Transfers

Transfers into or out of certain schools will be evaluated in light of over- or under-utilization (enrollment), racial/ethnic diversity, or need to stabilize enrollment due to a boundary change or consolidation/closure. On or about January 15 of each year the school system will publish information on conditions related to transfer for each school. The information will be available at each school and area office.

Transfers to and from schools are reviewed for their impact on:

1. Utilization and desired enrollment including consideration of whether the school in question is predicted to be overcrowded within the next two school years;
2. Racial/ethnic diversity; and
3. School stability due to recent or proposed closure, consolidation, or boundary change.

#### B. Timetables and Deadlines

1. Transfer requests for the next school year will only be accepted between February 1 and April 1 for the following school year.

2. Every effort will be made to notify parents and students by May 15 of the action taken on each transfer request. If there are more requests than spaces allotted, eligible requests for transfer to pre-kindergarten, all-day kindergarten, or an elementary magnet program, will be assigned by lottery on or about June 15.
3. Transfer requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Students must enroll in and attend their assigned home school while a transfer request is being processed.

C. Process for Transfers

1. Initiated by Parent or Guardian or Eligible Students (18 years of age or older)
  - a) If after visiting the student's assigned home school and consulting the School Transfer Status List, a transfer is still desired, MCPS Form 335-45, Request for Student Transfer From Assigned Home School, must be obtained from the principal of the assigned home school.
  - b) This completed form must be submitted to the principal of the student's assigned home school by the deadline. The principal's signature signifies knowledge of the request, but does not constitute agreement or disagreement with the request.
  - c) The principal will forward the requests as received to the area transfer review committee for a decision.
  - d) The transfer may be approved or denied after considering the reason(s) for the transfer, the total number of requested transfers, and the effect of the requests on both the sending and receiving schools with regard to:
    - (1) utilization and enrollment based on the April update of projections for the upcoming school year(s);
    - (2) racial/ethnic diversity;



## (3) stability.

Transfers that are consistent with all of these factors will be approved. The reason(s) advanced for transfers such as child care, pre-kindergarten, all-day kindergarten and magnet programs will be weighed along with the impact of those transfers on the schools.

- e) Transfers to pre-kindergarten, all-day kindergarten, and elementary magnet program will be approved under the same guidelines as other transfers.
- f) A transfer request to a secondary magnet school or to an area center for the highly gifted must be completed immediately following (not before) the student's acceptance in that program.
- g) Child care needs for elementary students will be accommodated within the parameters of this regulation.
- h) Unique personal hardship will be balanced against any adverse impact on the schools involved and may override other considerations. In addition, at the secondary level, individual educational program needs, but not individual courses or ROTC, may constitute the sole basis for transfer approval.
- i) Students wishing to transfer to magnet programs for gifted and talented (1-6), an area center for the highly gifted (4-5/6), or a secondary magnet school (6-12), must meet the qualifications for the program. Students will be selected by screening committees based on the criteria for the programs and available space.
- j) Transportation to the school to which a student has been transferred is the responsibility of the parent or guardian unless such transportation is specifically provided by the Board of Education. Transportation will not be provided solely because the transfer has been approved.

k) The parent(s) or guardian will receive written notification of approval or disapproval of a transfer request from the area office in accordance with section III.B.2. The decision letter will include information about appeal procedures in cases of denied requests. (See Appeals III.D) The student must enroll in and attend the assigned home school while an appeal is in process. The sending and receiving schools will be notified that the request has been approved or disapproved.

2. Initiated by the Principal

a) Prior to initiating a request for transfer of a student, the principal and the pupil personnel worker assigned to the student's home school will:

(1) Review the student's educational, medical and behavioral record and consider alternative programs

(2) Schedule a conference with the parent or guardian and the student

b) If placement in another school is indicated, the following steps are implemented:

(1) The principal informs the area associate superintendent in writing of the reason(s) for the recommended transfer and the alternatives, if any, which were attempted to maintain the student in the assigned home school.

(2) The pupil personnel worker arranges the necessary conferences with the parent or guardian, student, and principal of the receiving school and special services staff of the area office and supplies written confirmation of the placement to all parties concerned.

c) Special Education and Pupil Services staff of the area office in which the receiving school is located is responsible for monitoring the academic progress and social adjustment of the student whose transfer was initiated by the principal.



WHEREAS, The transfer process has been undergoing change over the last year to improve the procedures, including streamlining the process for appealing student transfer decisions; and

WHEREAS, The existing language of the Board appeal procedures does not allow for a separate appeal process; and

WHEREAS, A separate appeal process to handle the volume of student transfer appeals has been established; now therefore be it

Resolved, That Policy BLB: Rules of Procedure in Appeals and Hearings (Other Than Special Education) be amended as follows:

A. PURPOSE

To provide Rules of Procedure adopted pursuant to the authority of the Education Article, The Annotated Code of Maryland, Section 4-107(4) and 6-203(g), which govern all appeals to the Board of Education and all hearings before the Board of Education requested on a recommendation by the superintendent to the Board or a final decision of the superintendent which is contested by persons who are adversely affected, unless other procedures are specifically required by statute or bylaws of the State Board of Education or policies/**regulations** of the Montgomery County Board Public Schools, **such as those applicable to special education and student transfer appeals**

RESOLUTION NO. 1051-91 Re: POLICY ON STUDENT TRANSFERS WITHIN DESIGNATED CLUSTERS AND IMPACTED SCHOOLS

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

WHEREAS, The transfer process has been undergoing change over the last year to improve the procedures; and

WHEREAS, The new, uniform transfer application deadline would be in conflict with the existing policy on student transfers within designated clusters and impacted schools; now therefore be it

Resolved, That Policy JCA: Student Transfers Within Designated Clusters and Impacted Schools be rescinded.

RESOLUTION NO. 1052-91 Re: STUDENT TRANSFER PROCESS

On motion of Mr. Ewing seconded by Dr. Cheung, the following

resolution was adopted unanimously:

Resolved, That the Board of Education endorse the following three objectives proposed by the superintendent to improve and streamline the transfer process:

**Objective 1: Increase Understanding of the Transfer Process**

- a) Establish and widely publicize a uniform application deadline.
- b) Publish and distribute to parents information about schools that is considered when evaluating transfer requests.
- c) Publish and distribute to parents a copy of the Administrative Regulation JEE-RA: Transfer of Students.

**Objective 2: Simplify and Shorten the Transfer Process**

- a) Eliminate appeals to the area associate superintendent.
- b) Combine the Department of Quality Integrated Education (QIE) step with the area decision.
- c) Create a separate and streamlined appeal process.
- d) Develop a check list to assure a complete record on appeal and a standard format for presentation of basic information to the Board.

**Objective 3: Increase Flexibility**

- a) Give preference to transfer of younger siblings.
- b) Give preference for continuing out-of-area students to the high school level.
- c) Offer alternative transfer sites, when available.
- d) Offer a one-year only option for kindergarten or pre-kindergarten students.
- e) Consider the total number of requests and relative impact on the schools involved.

and be it further

Resolved, That the Board of Education, in keeping with those objectives, request that the superintendent develop in conjunction with Board of Education staff a standard format with standard elements for presentation of appeals to the Board of Education; and be it further

Resolved, That the Board of Education request that the superintendent bring it recommendations that would permit, as the superintendent recommends, reconsideration of the definition of racial balance.

RESOLUTION NO. 1053-91 Re: BOARD AGENDA - DECEMBER 10, 1991

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

Resolved, That the Board of Education amend its agenda for December 10, 1991, to postpone action on the MCPS Vision Statement until the late afternoon.

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 1:35 p.m. to 2:15 p.m. to discuss personnel and legal issues.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Mike Calsetta
2. Deborah Lyons, PISCES
3. Ronald Klein, Berea Bible Church
4. Edward Kim, Ronald Hsu Construction Company
5. Anthony "Coach" Dougherty
6. Carol Patterson
7. Mary Dougherty Janetatos

RESOLUTION NO. 1054-91 Re: PROCUREMENT CONTRACTS MORE THAN \$25,000

On recommendation of the superintendent and on motion of Mrs. Brenneman seconded by Mrs. Fanconi, 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 contract be awarded to the low bidder meeting specifications as shown for the bid as follows:

COG

C91-199 Tires and Tubes

Awardees

Alban Tire Corporation	\$ 101,558
Goodyear Commercial Tire & Svs. Ctr.	67,900
Merchants Truck & Auto Centers	<u>5,094*</u>

December 10, 1991

	Total	\$ 174,552
91-02	Consulting Services to Administer Dependent Care Assistance Program - Extension <u>Awardee</u> Lincoln National Administrative Services Corporation	\$ 30,000
52-90	Office Furniture - Extension <u>Awardees</u> Douron, Inc. The Library Store, Ltd. Total	\$ 373,027 5,126* \$ 378,153
51-91	Tire Retreading - Extension <u>Awardee</u> Montgomery Tire Service, Inc.	\$ 147,435
20-92	Paint and Paint Sundries <u>Awardees</u> Chaselle, Inc. Duron, Inc. The Glidden Company Lasting Paints, Inc. Rockville Paint Center The Sherwin Williams Company Vienna Paint and Decorating Company Total	\$ 65 27,112 78,548 12,557 121 2,720 9,104* \$ 130,227
23-92	General Music Classroom Instruments <u>Awardees</u> Evans Violins House of Musical Traditions Rhythm Band Instruments The World of Peripole, Inc. Wrights Music Shed Total	\$ 16,355* 2,766 2,938 25,489* 110 \$ 47,658
33-92	Parts for Heavy Equipment, Tractors, and Mowers <u>Awardees</u> G. L. Cornell Company C. V. Foster Equipment Company Gaithersburg Ford Tractor Gladhill Brothers Harrington Outdoor Power Equipment Lanham Cycle and Turf Equipment Company Total	\$ 2,500 1,500 115,500 40,000 19,000 45,200 \$ 223,700

35-92	Cafeteria Disposable Supplies	
	<u>Awardees</u>	
	Acme Paper and Supply Company, Inc.	\$ 53,943
	S. Freedman and Sons	7,180
	Joseph Gartland, Inc.	1,388
	Kahn Paper Company, Inc.	217,821
	Marstan Industries, Inc.	10,808
	Monumental Paper Company	29,589
	Total	<u>\$ 320,729</u>
36-92	Processed Meats	
	<u>Awardees</u>	
	Carroll County Foods	\$ 12,234
	Kraft Foodservice, Inc.	16,464
	Total	<u>\$ 28,698</u>
39-92	Frozen Foods	
	<u>Awardees</u>	
	Baer Foods, Inc.	\$ 6,164
	Bagel Master, Inc.	2,960
	Carroll County Foods	27,238
	Continental Foods	8,164
	Davals Food Distributors	21,888
	Hadley Farms, Inc.	9,330
	Kraft Foodservice, Inc.	930
	Sandler Foods	11,920
	Total	<u>\$ 88,594</u>
44-92	Building Materials	
	<u>Awardees</u>	
	Allied International	\$ 16,728
	Allied Plywood Corporation	3,472
	Boyer and Cramer's, Inc.	6,870
	Expandko Cork Company	4,920
	Hudson Supply and Equipment Company	877
	Lafferty and Company	11,275
	Lisa Lumber Company, Inc.	14,125
	Mann and Parker Lumber Company	1,440
	The Mat Works	370
	Thomas W. Perry, Inc.	6,008
	Total	<u>\$ 66,085</u>
56-92	Safety Supplies and Equipment	
	<u>Awardees</u>	
	BWI Supply, Inc.	\$ 42,750
	Chesapeake Optical Company, Inc.	119
	Gamma Medical Systems, Inc.	61



W. W. Grainger	1,187
McDonald Safety Equipment, Inc.	279
Mine Safety Appliances Company	5,037
Monumental Paper Company	2,664
Safeware, Inc.	17,989
Total	\$ 70,086
TOTAL OVER \$25,000	\$1,705,917

\*Denotes MFD vendors

RESOLUTION NO. 1055-91 Re: BID NO. 110-91, LEASE/PURCHASE AND  
FINANCING OF COPY MACHINES

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

WHEREAS, The Board of Education of Montgomery County received Bid No. 110-91, Lease/Purchase and Financing of Copy Machines; and

WHEREAS, The Board of Education has determined in accordance with Section 5-110 of Maryland's Public School Law that Xerox Corporation is the lowest responsible bidder conforming to specifications to supply eleven copiers; and

WHEREAS, Xerox Corporation has offered to provide the necessary equipment through a five-year lease/purchase arrangement at preferred financing; and

WHEREAS, The Board of Education has determined that it is in the public interest to obtain copiers through a lease/purchase arrangement with Xerox Corporation subject to cancellation in the event of nonappropriation; and

WHEREAS, Xerox Corporation has agreed to provide the copier equipment in accordance with the lease/purchase terms and nonappropriation conditions set forth in the bid specifications; now therefore be it

Resolved, That the Board of Education of Montgomery County award Bid No. 110-91 for the lease/purchase and financing of 11 copy machines to Xerox Corporation, totalling \$199,984.20 (average annual cost of \$39,996.84) in accordance with the terms and conditions of the specifications; and be it further

Resolved, That the Board of Education president and the superintendent of schools be authorized to execute the documents necessary for this transaction.



RESOLUTION NO. 1057-91 Re: AWARD OF CONTRACT - GARRETT PARK  
ELEMENTARY SCHOOL

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

WHEREAS, The following bids were received on November 21, 1991, for an addition to the Garrett Park Elementary School, with work to begin immediately and be completed by July 1, 1992:

<u>Bidder</u>	<u>Bid Amount</u>
1. Kalmia Construction Company, Inc.	\$259,000
2. Fox-Seko Construction, Inc.	262,000
3. 722 Construction Corporation	262,722
4. J. A. Scheibel, Inc.	266,000
5. Caldwell & Santmyer, Inc.	268,000
6. Northwood Contractors, Inc.	274,900
7. The R. R. Gregory Corporation	278,000
8. C. M. Parker & Co., Inc.	281,645
9. Smith & Haines, Inc.	288,000
10. Edmar Construction Company, Inc.	289,000
11. DD & B Construction, Inc.	295,000
12. Columbia Construction Company, Inc.	295,900
13. Henley Construction Co., Inc.	297,000
14. Tri-M Construction, Inc.	297,000
15. Heritage Builders, Inc.	305,000
16. CKS, Inc.	306,443
17. Meridan Construction Co., Inc.	307,000
18. The Milcar Construction Corporation	308,250
19. 3K Construction Co., Inc.	318,500
20. Jenkins Construction Management, Inc.	334,000
21. Merando, Inc.	412,000

and

WHEREAS, This represents excellent bid activity, and the low bid is below the staff estimate of \$275,000; and

WHEREAS, While Kalmia Construction Company, Inc., has not completed any work for Montgomery County Public Schools, they have completed similar projects successfully in local jurisdictions; now therefore be it

Resolved, That a \$259,000 contract be awarded to Kalmia Construction Company, Inc., for an addition to Garrett Park Elementary School, in accordance with the plans and specifications prepared by Bryant Associates, Architects.

RESOLUTION NO. 1058-91 Re: AWARD OF CONTRACT - ROCK CREEK

## FOREST ELEMENTARY SCHOOL

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

WHEREAS, The following bids were received on November 26, 1991, for an addition to the Rock Creek Forest Elementary School, with work to begin immediately and be completed by July 1, 1992:

<u>Bidder</u>	<u>Amount</u>
1. 3K Construction Co., Inc.	\$351,199
2. Fox-Seko Construction, Inc.	368,625
3. Smith & Haines, Inc.	372,150
4. Meridian Construction Co., Inc.	391,350
5. 722 Construction Corp.	400,227
6. Caldwell & Santmyer, Inc.	402,200
7. C. M. Parker & Co., Inc.	403,975
8. Milcar Construction Corp.	405,400
9. Tri-M Construction, Inc.	407,866
10. Heritage Builders, Inc.	408,450
11. Edmar Construction Co., Inc.	409,960
12. E. A. Baker Co., Inc.	412,974
13. Northwood Contractors	416,900
14. J. A. Scheibel, Inc.	418,600
15. Henley Construction Co., Inc.	435,411

and

WHEREAS, This represents excellent bid activity, and the low bid is below the staff estimate of \$425,000; and

WHEREAS, While 3K Construction Co., Inc., has not completed any work for Montgomery County Public Schools, they have completed similar projects successfully in local jurisdictions; now therefore be it

Resolved, That a \$351,199 contract be awarded to 3K Construction Co., Inc., for an addition to Rock Creek Forest Elementary School, in accordance with the plans and specifications prepared by Arley J. Koran, Inc.

RESOLUTION NO. 1059-91 Re: CHANGE ORDERS OVER \$25,000

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

WHEREAS, The Department of School Facilities has received change order proposals for various capital projects that exceed \$25,000; and

WHEREAS, Staff and the project architects have reviewed these change orders and found them to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change orders for the amounts and contracts indicated:

ACTIVITY 1

Project: Sherwood/Magruder Middle School

Description: The soil subgrade in a portion of the driveways at Sherwood/Magruder Middle School is not adequate to support the anticipated traffic loads. To compensate for this condition, a special subgrade material to bridge the weak soil will be used and the paving thickness will be increased.

Contractor: Coakley & Williams Construction Co., Inc.

Amount: \$33,759

ACTIVITY 2

Project: Sherwood/Magruder Middle School

Description: Subsequent to the award of the construction contract, it was determined that special piping for the science classrooms would be required by WSSC. Because of this requirement, the sanitary piping specified in the contract had to be changed to a special material.

Contractor: Coakley & Williams Construction Co., Inc.

Amount: \$28,135

ACTIVITY 3

Project: Summit Hall Elementary School

Description: The contract documents for Summit Hall Elementary School contained a bid alternate to install air conditioning. This alternate was not accepted as part of the base contract because staff felt that the price was too high. After the contract was awarded, staff revised the air conditioning design and received a new price for this work. This reduced the cost of the air conditioning by \$17,400.

Contractor: Smith & Haines, Inc.

Amount: \$80,000

Re: TERMINATION OF CONSTRUCTION  
CONTRACT - SLIGO MIDDLE SCHOOL

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

WHEREAS, The contract completion date for the Sligo Middle School project was August 1, 1991; and

WHEREAS, To date, the contractor has failed to complete the construction work; and

WHEREAS, Staff and the project architect have recommended that the Board initiate the termination provisions of the contract documents; and

WHEREAS, Garrison Associates Architects, the architect, has certified to the Board, pursuant to the terms of the contract, that sufficient cause exists to justify termination of the contract and taking possession of the site and of all materials, equipment, tools, construction equipment and machinery thereon and the completion of the work by the owner; and

WHEREAS, Reese & Carney, general counsel to the Board of Education, has reviewed staff's recommendation and advised the Board on the procedures to terminate the contract; now therefore be it

Resolved, That the Board of Education authorized the superintendent to notify, on its behalf, Ronald Hsu, Inc., the general contractor and Fireman's Insurance Company of Newark, New Jersey, surety for the Sligo Middle School project, of the Board's termination of the contract in accordance with the terms of the contract; and be it further

Resolved, That the superintendent be authorized to complete the outstanding construction work through other sources if the general contractor or surety for the Sligo Middle School project does not complete the contract as required by the contract and by the performance bond.

RESOLUTION NO. 1060-91 Re: A SUBSTITUTE MOTION BY DR. CHEUNG  
ON THE SLIGO MIDDLE SCHOOL  
CONSTRUCTION CONTRACT

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

WHEREAS, The contractor has requested that the Board defer action on the contract termination and grant it ten working days to complete the work; and

WHEREAS, The Board finds it is in the interest of the school system to grant the contractor additional time to complete the contract and requests that the architect certify by January 6, 1992, that all conditions of the contract documents have been met; now therefore be it

Resolved, That the Board of Education defer action on the termination of the contract with Ronald Hsu Construction, Inc., the general contractor for the Sligo Middle School project, to its January 14, 1992, meeting; and be it further

Resolved, That the contractor be granted an extension of time until January 6, 1992, to complete the work.

RESOLUTION NO. 1061-91 Re: FUTURE SENECA VALLEY MIDDLE SCHOOL  
#2 SITE

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

WHEREAS, The approved FY 1992 Master Plan and the FY 1992-97 Capital Improvements Program indicate the need for another middle school to serve the Seneca Valley cluster by September, 1995; and

WHEREAS, The Board of Education, after considering three alternative locations for the future school, prefers a site located on Wisteria Drive in the Churchill Village area of Germantown, adjacent to Lake Seneca Elementary School, as recommended by the Site Selection Advisory Committee; and

WHEREAS, This school site, having been acquired by the Board of Education in 1982, must be expanded to meet current program requirements; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute the Agreement of Sale for the

purchase of an adjacent 1.83-acre parcel, known as Parcel BB, at a price of \$275,000, in accordance with the terms reviewed and approved by the Board's attorney; and be it further

Resolved, That the Board of Education select the combined 18.61-acre school site in the Churchill Village area of Germantown for the future Seneca Valley Middle School #2.

RESOLUTION NO. 1062-91    Re:    ARCHITECTURAL APPOINTMENT - PROGRAM  
ACCESSIBILITY MODIFICATIONS TO  
ROBERT FROST INTERMEDIATE SCHOOL

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases of program accessibility modifications to Robert Frost Intermediate School; and

WHEREAS, Funds for program accessibility modifications for this purpose were appropriated in the FY 1992 Capital Budget; and

WHEREAS, The Architectural Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Garrison Associates Architects as the most qualified firm to provide the necessary professional architectural and engineering services; and

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

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Garrison Associates Architects to provide professional services to Robert Frost Intermediate School for program accessibility modifications for a fee of \$16,700, which is 7.8 percent of the estimated construction cost.

RESOLUTION NO. 1063-91    Re:    ACCEPTANCE OF ALBERT EINSTEIN HIGH  
SCHOOL GYMNASIUM ADDITION

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

Resolved, That having been duly inspected on October 14, 1991, Albert Einstein High School second gymnasium addition now be formally accepted, and 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. 1064-91 Re: UTILIZATION OF FY 1992 FUTURE SUPPORTED PROJECT FUNDS FOR THE JOHNS HOPKINS UNIVERSITY (JHU) SCHOOL ADMINISTRATION PROJECT

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1992 Provision for Future Supported Projects a grant award of \$2,800 from the Johns Hopkins University (JHU) for the JHU School Administration Project, in the following categories:

<u>Category</u>	<u>Amount</u>
1 Administration	\$2,618
10 Fixed Charges	<u>182</u>
Total	\$2,800

and be it further

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

Mrs. Brenneman temporarily left the meeting at this point.

RESOLUTION NO. 1065-91 Re: UTILIZATION OF FY 1992 FUTURE SUPPORTED PROJECT FUNDS FOR THE EMERGENCY IMMIGRANT EDUCATION PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1992 Provision for Future Supported Projects a supplemental award of \$1,713 from the Maryland State Department of Education (MSDE), under the Emergency Immigrant Education Act (P.L. 98-511, Title VI), to provide supplementary educational services to immigrant students in Grades K-12 in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$ 660
3 Other Instructional Costs	1,000
10 Fixed Charges	<u>53</u>
Total	\$1,713

and be it further

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

RESOLUTION NO. 1066-91 Re: FY 1992 SUPPLEMENTAL APPROPRIATION  
FOR THE HEAD START EARLY CHILDHOOD  
TRANSITION PROJECT

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1992 supplemental appropriation of \$618,400 from the U.S. Department of Health and Human Services, Administration for Children and Families, through the Montgomery County Department of Family Resources, Community Action Agency, for an early childhood transition demonstration project to extend comprehensive services for Head Start children through Grade 1, in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
2 Instructional Salaries	7.5	\$298,641
3 Other Instructional Costs		220,331
7 Transportation		1,800
10 Fixed Charges	<u>    </u>	<u>97,628</u>
	7.5	\$618,400

\* 2.0 Social Worker, Grade E  
4.0 Parent Services Coordinator, Grade 16 (10-month)  
1.0 Data Systems Technician, Grade 18  
.5 Financial Secretary, Grade 11

and be it further

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

RESOLUTION NO. 1067-91 Re: REALIGNMENT OF FEDERAL AND LOCAL FUNDING AND FY 1992 SUPPLEMENTAL APPROPRIATION FOR HEAD START

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

Resolved, That the superintendent of schools be authorized to receive \$196,084 of Title IIA Economic Opportunity Act (1964) funds from the federal government through the Montgomery County Department of Family Resources, Community Action Agenda, increasing federal funds by \$109,763 for services already budgeted with a corresponding decrease in local revenue; and be it further

Resolved, That the superintendent of schools be authorized to expend on additional \$86,321 from the federal government through the Montgomery County Department of Family Resources, Community Action Agency, for the Head Start Program, in the following categories:

	<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
2	Instructional Salaries	2.7	\$46,441
10	Fixed Charges	—	<u>39,880</u>
	Total	2.7	\$86,321

- \* .6 Social Worker, Grade E
- .5 Psychologist, Grade E
- .7 Teacher, A-D (10-month)
- .9 Social Services Assistant, Grade 12 (10-month)

and be it further

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

Mrs. Brenneman rejoined the meeting at this point.

RESOLUTION NO. 1068-91 Re: MONTHLY PERSONNEL REPORT

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

Resolved, That the following appointments, resignations, and leaves of absence for professional and supporting services

personnel be approved: (TO BE APPENDED TO THESE MINUTES).

RESOLUTION NO. 1069-91 Re: PERSONNEL TRANSFER

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

Resolved, That the following personnel transfer be approved:

<u>Transfer</u>	<u>From</u>	<u>To</u>
Phyllis K. Snelson	Principal Monocacy ES	Principal Damascus #6 ES Effective: 2-1-92

Re: SCHOOL CALENDAR FOR 1992-93

Dr. Cheung moved and Mrs. Brenneman seconded the following:

WHEREAS, The establishment of school terms by the County Board of Education is required by state law; now therefore be it

Resolved, That the proposed school calendar for 1992-93 be adopted.

Re: A MOTION BY MS. GUTIERREZ TO AMEND  
THE SCHOOL CALENDAR FOR 1992-93  
(FAILED)

A motion by Ms. Gutierrez to amend the school calendar for 1992-93 to start school on September 8, have professional days for teachers on September 1 to 4, and that school end on June 23 failed for lack of a second.

RESOLUTION NO. 1070-91 Re: SCHOOL CALENDAR FOR 1992-93

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

WHEREAS, The establishment of school terms by the County Board of Education is required by state law; now therefore be it

Resolved, That the proposed school calendar for 1992-93 be adopted.

Re: COMPREHENSIVE SUPPORTING SERVICES  
CLASSIFICATION STUDY

Dr. Rohr introduced Dr. Elfreda Massie, director of personnel; Mr. Gary Craver of Human Resources Systems Group; and Mr. Robert Knotts, classification specialist. Dr. Rohr emphasized that the report was before the Board for discussion purposes only today.

Mr. Knotts reported that the county government had commissioned a study in January, 1986 of its classifications in response to concerns of women and minority group members. As a result of that study and the work of a consultant, in April, 1989, the county government upgraded most of their female-dominated classes. Overall 29 percent of their classes were upgraded, and incumbents received at least a 5 percent salary increase. When an employee in MCPS is reclassified, he or she is placed on the higher grade at the same rate of pay wherever possible. The county's implementation costs in FY 1989 were \$2.4 million, and their FY 1990 costs were projected at something over \$4 million. The county also made a determination that no classes would be downgraded even though 8.5 percent of the classifications were recommended for downgrading.

In January of 1988, the Board discussed conducting a pay equity study, and in February \$200,000 was requested in the FY 1989 budget for an internal study. The study was completed in June, 1989, and the superintendent issued an RFP for the development and implementation of a point factor job evaluation system. There was evidence that a number of positions were improperly classified and some female-dominant classes were undergraded. There was no evidence that the six minority-dominant classes were undergraded. There was a need to improve the present method of assigning classes to grades. The recommendation was for MCPS to conduct an internal classification study of all supporting services jobs and apply the new job evaluation system in assigning grades to all classes. In January of 1990, the Board awarded a contract to Human Resources and Systems Group.

Mr. Craver stated that their objectives were to develop a point factor system of job evaluation. Their second task was to survey all positions to see whether they were properly classified by title and grade. They were to use the current salary schedule for supporting services, and they were to attempt to retain in the same grades as many classes as they could but only to the extent the evaluation method would support this. They had worked with an internal committee of 35 people to develop the evaluation system and to determine what the points should be for the factors within the plan.

Mr. Craver reported that over 7,000 supporting services employees were asked to complete job survey questionnaires, and over 4,000 questionnaires were returned. This was misleading because many groups got together and submitted group questionnaires. His staff then made work site visits. They examined titles and the classifications of all these positions. They were recommending a

total of 366 titles which was an increase of 21. The next task was to apply the evaluation system to the 366 titles. He indicated that about 50 percent of the classes were unchanged, 41 percent of the classes went up, and 6 percent were downgraded. The results of this preliminary study were shared with the steering committee and the Department of Personnel. Administrators then reviewed the plan, and MCCSSE was also provided with copies of the materials. After these reviews, changes were made and every employee received a notice indicating the title and grade proposed for his or her position. Over 730 employees requested reviews of their recommendation, and changes were made in 245 of these cases. For a small number, the request was referred to Personnel.

Mr. Craver commented that in addition they had done a study comparing salaries with those of the county government and other major jurisdictions. They sampled about 30 jobs, and if adopted the MCPS rates would be about 6 percent higher at the starting level and about 5 percent higher at maximum. In regard to female-dominant jobs, they recommended that 58 percent of these be upgraded, but only 31 percent of the male-dominant jobs were upgraded. In regard to minority-dominant jobs, they did not find any evidence of undergrading. The smallest percentage of downgrades was in the female-dominant jobs.

Dr. Massie said they had requested Budget to prepare some projections for the first and second year on these recommendations. The cost for FY 1993 for salary and fringe benefits would be \$1.3 million, and the cost for FY 1994 would be \$2.8 million. The total cost for the first two years would be \$4.2 million. In projecting those costs, they had used the negotiated salary schedule including an additional J step and the increase of 5.5 percent. She pointed out that approximately two-thirds of the employees would receive an annual increase of \$100 or less. She also stressed that the cost for the second year would be additional to the cost for the first year.

Mrs. Hobbs remarked that she was pleased to see this study on the agenda for today. She thought that the study was fair, the results valid, and the results of the RFP were met. Her first concern was how to implement what was before the Board, and the second concern was the appeal process. She hoped that employees had been fully counseled as they appealed their particular situation. She asked that Board members consider having another process for re-appeal.

Dr. Cheung asked whether they had seen any natural groupings of job titles recommended for upgrades. Secondly, were the majority of upgrades recommended for the lower, higher or middle grade level. He also inquired about the percentage of supervisory positions recommended for upgrades versus the non-supervisory position. Mr. Gary Levine, personnel specialist, replied that he

had looked at the jobs graded 18 and above versus those 17 and below. He indicated that 26 percent of the grade 18 and above were proposed for an increase, while for grade 17 and below, it was 56 percent. For decreases, grade 18 and above it was 10.5 percent, and in grade 17 and below it was 4.5 percent. For supervisory classes, approximately 51 percent were proposed for an increase, while for the non-supervisory it was about 42 percent. He explained that there were a number of supervisory positions such as cafeteria managers and building service managers that were not at the grade 18 level. In response to Dr. Cheung's question about natural grouping, Dr. Rohr replied that it would be cafeteria workers. Mr. Knotts added that another grouping was in building services. Dr. Rohr agreed to provide the Board with an analysis of this.

Ms. Gutierrez asked whether they had developed new job descriptions and category skill requirements, and Mr. Craver replied that they had updated job descriptions and had taken out obsolete language. Ms. Gutierrez asked whether the document would state what additional function justified the increase in grade. Mr. Craver said he could not promise that, but job descriptions were a good attempt to describe the common work going on in a job class. There would be other work duties not found in the job description. Dr. Massie explained that this would be the responsibility of the Department of Personnel. Ms. Gutierrez explained that she was reacting to the long list of categories because in her employment they might have only five descriptions with a large range for skills and capabilities. She asked whether there was any move to simplify or group these categories.

Mr. Craver stated that he shared the view that there were a lot of job titles, but as they got into it they did not find a lot of opportunity to streamline and reduce classes. They were able to do some of this in the clerical area by creating Office Assistant 1, 2, 3, and 4 which replaced about six titles. The truth was they also found the need to create more titles in benefits, payroll, personnel, etc. MCPS was a very complicated organization with many jobs that he had never encountered before.

Ms. Gutierrez requested an annotated list of female-dominant jobs. She wanted to know how many out of the 366 classes were female-dominant jobs. Dr. Massie indicated that they were working to provide this information. Ms. Gutierrez asked whether they had looked at differentiation for instructional assistants who had to be bilingual. The county government had a policy where language used on the job added a specific amount of dollars to that salary for that employee. Mr. Craver replied that they had created this skill only for ESOL interpreters. Mr. Levine reported that there were 111 female dominant jobs out of the 295 classes that had been analyzed by Personnel. Ms. Gutierrez said that she would still like to see the annotated list.

Ms. Fanconi said that she worked for the county government, and she had been through QES2 which was a similar kind of point system. She agreed that it was important to have an objective method to evaluate similar jobs. She was concerned about the current budget situation, and she wondered about the options available to the Board to implement this recommendation given that their highest priority had to be that employees did not lose jobs. Dr. Vance noted that the Board was only discussing and receiving this report. It was not taking action. His counsel would be that they discuss these issues later during a discussion and action session.

Mrs. Fanconi reported that the county government had had a very elaborate appeals process. It was important to know what Personnel was recommending now that the study had been received.

Dr. Massie replied that they would have to have an appeals process depending on what action the Board took. They were thinking about developing a process to hear individual appeals.

Mr. Ewing pointed out that the Board was not scheduled to act on this today and presumably would not until January. Before that time, the superintendent would present his budget, and he assumed the superintendent would address this issue in the budget. Dr. Vance replied that he had not made a decision on this because he wanted to get the sense of the Board. He would notify the Board on how he planned to proceed.

Board members heard a statement from Diane Davidson on behalf of Mr. Vincent Foo, president of MCCSSE. Mrs. Hobbs thanked the staff and consultant for the presentation.

Re: VISION STATEMENT AND GOALS

Mrs. Fanconi moved and Mr. Pishavar seconded the following:

WHEREAS, On October 29, 1991, the Board of Education gave tentative approval to a Vision Statement and Goals; and

WHEREAS, Public and staff comments were solicited and received on the statement and goals; and

WHEREAS, On December 3, 1991, a public hearing was held on the proposed statement and goals; now therefore be it

Resolved, That the Board of Education adopt a Vision Statement and Goals for the Montgomery County Public Schools.

THE MCPS VISION FOR THE 90s

We, the people of Montgomery County, believe that a quality education is a fundamental right of every child. All children



will receive the respect, encouragement and opportunities they need to build the knowledge, skills and attitudes to be successful, contributing members of a changing global society.

#### GOALS TO ACHIEVE THE VISION

##### Goal 1 - ENSURE SUCCESS FOR EVERY STUDENT

Provide the services and environment each student needs for intellectual challenge and social and emotional development. Each student will be able to communicate effectively, obtain and use information, solve problems, and engage in active, life-long learning.

##### Goal 2 - PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

Teach all students a curriculum that describes what they should know and be able to do, includes the many perspectives of a pluralistic society, and establishes learning standards. Instruction must include a variety of teaching strategies and technologies, actively involve students, and result in their mastery of learning objectives.

##### Goal 3 - STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

Secure the commitment of the entire community to maintain quality education in Montgomery County by building partnerships of families, community, business and staff that promote and support initiatives to help all children succeed.

##### Goal 4 - CREATE A POSITIVE WORK ENVIRONMENT

Develop a climate in which staff effectiveness and creativity are encouraged, respected, valued and supported to promote productivity and ownership for student success.

Re: A MOTION BY MR. EWING TO AMEND THE  
PROPOSED VISION STATEMENT (FAILED)

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

Resolved, That the proposed Vision statement be amended to add the following after the first two sentences:

"The Montgomery County Public School system must be transformed into an organization relentlessly committed to the success of every student. This success will be the result of a commitment to excellence, creativity, a

willingness to innovate, hard work and high performance on the part of every person involved in student education: teachers, staff members, administrators, students, parents, and the larger community. The product that will be expected and achieved will be skilled graduates who have well-developed minds, a continued willingness to learn, and who are prepared to live full lives in their communities and in the changing global society."

RESOLUTION NO. 1071-91 Re: AN AMENDMENT TO THE VISION STATEMENT

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

Resolved, That the following be substituted for Goal 4:

Goal 4 - CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

Develop a climate in which staff effectiveness and creativity are encouraged, respected, valued and supported to promote productivity and ownership for student success. Provide efficient and effective support and staff development for the instructional program.

Re: A MOTION BY MR. PISHEVAR TO AMEND THE VISION STATEMENT (FAILED)

A motion by Mr. Pishevar to amend the proposed Vision statement by adding "passionately" in front of "believe" to read: "We, the people of Montgomery County, passionately believe..." failed for lack of a second.

Re: A MOTION BY MS. GUTIERREZ TO AMEND THE VISION STATEMENT

Ms. Gutierrez moved and Mrs. Fanconi seconded that the proposed Vision statement be amended by adding a second paragraph after the Vision statement as follows:

The Montgomery County Public School system must be transformed into an organization relentlessly committed to the success of every student. This success will be the result of a commitment to excellence, creativity, a willingness to innovate, hard work and high performance on the part of every person involved in student education: teachers, staff members, administrators, students, parents, and the larger community. The product that will be expected

and achieved will be skilled graduates who have well-developed minds, a continued willingness to learn, and who are prepared to live full lives in their communities.

Re: A SUBSTITUTE MOTION BY MRS. DiFONZO  
TO AMEND THE VISION STATEMENT

Mrs. DiFonzo moved and Mr. Pishevar seconded that the proposed Vision statement be amended by adding a second paragraph after the Vision statement as follows:

These will be the result of a commitment to excellence, creativity, innovation, hard work and high performance on the part of every person involved in student education.

Ms. Gutierrez indicated that she would accept Mrs. DiFonzo's wording along with the sentence beginning with "The product that...."

Re: AN AMENDMENT TO MRS. DiFONZO'S  
SUBSTITUTE MOTION BY MR. EWING  
(FAILED)

A motion by Mr. Ewing to amend Mrs. DiFonzo's substitute by adding "The product that will be expected and achieved will be skilled graduates who have well-developed minds, a continued willingness to learn, and who are prepared to live full lives in their communities" failed with Dr. Cheung, Mr. Ewing, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Mrs. Fanconi, and Mr. Pishevar voting in the negative; Mrs. Hobbs abstaining.

Re: A MOTION BY MRS. DiFONZO TO AMEND  
THE VISION STATEMENT (FAILED)

A motion by Mrs. DiFonzo to amend the Vision statement by adding "These will be the result of a commitment to excellence, creativity, innovation, hard work and high performance on the part of every person involved in student education." after the Vision statement failed with Mrs. DiFonzo, Mrs. Fanconi, Mrs. Hobbs, and Mr. Pishevar voting in the affirmative; Mrs. Brenneman, Dr. Cheung, Mr. Ewing, and Ms. Gutierrez voting in the negative.

Re: A MOTION BY MS. GUTIERREZ TO AMEND  
THE VISION STATEMENT (FAILED)

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

Resolved, That the proposed Vision statement be amended by adding the following after the first two sentences:

These will be the result of a commitment to excellence, creativity, innovation, hard work and high performance on the part of every person involved in student education. This success will be the result of a commitment to excellence, creativity, a willingness to innovate, hard work and high performance on the part of every person involved in student education. The product that will be expected and achieved will be skilled graduates who have well-developed minds, a continued willingness to learn, and who are prepared to live full lives in their communities.

RESOLUTION NO. 1072-91 Re: VISION FOR THE MONTGOMERY COUNTY PUBLIC SCHOOLS

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

WHEREAS, On October 29, 1991, the Board of Education gave tentative approval to a Vision Statement and Goals; and

WHEREAS, Public and staff comments were solicited and received on the statement and goals; and

WHEREAS, On December 3, 1991, a public hearing was held on the proposed statement and goals; now therefore be it

Resolved, That the Board of Education adopt a Vision Statement and Goals for the Montgomery County Public Schools.

#### THE MCPS VISION FOR THE 90s

We, the people of Montgomery County, believe that a quality education is a fundamental right of every child. All children will receive the respect, encouragement and opportunities they need to build the knowledge, skills and attitudes to be successful, contributing members of a changing global society.

#### GOALS TO ACHIEVE THE VISION

##### Goal 1 - ENSURE SUCCESS FOR EVERY STUDENT

Provide the services and environment each student needs for intellectual challenge and social and emotional development. Each student will be able to communicate effectively, obtain and use information, solve problems, and engage in active, life-long

learning.

Goal 2 - PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

Teach all students a curriculum that describes what they should know and be able to do, includes the many perspectives of a pluralistic society, and establishes learning standards. Instruction must include a variety of teaching strategies and technologies, actively involve students, and result in their mastery of learning objectives.

Goal 3 - STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

Secure the commitment of the entire community to maintain quality education in Montgomery County by building partnerships of families, community, business and staff that promote and support initiatives to help all children succeed.

Goal 4 - CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

Develop a climate in which staff effectiveness and creativity are encouraged, respected, valued and supported to promote productivity and ownership for student success. Provide efficient and effective support and staff development for the instructional program.

Re: SCIENCE AND MATHEMATICS EDUCATION

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

RESOLVED, That the Board of Education directs the superintendent to implement, through formal policy, program and regulatory changes, the following actions:

1. All high school students shall successfully complete mathematics courses, including (but not limited to) algebra and geometry, as well as materials which give students an understanding of symbolic logic, statistics, probability, as well as the nature, purposes and uses of mathematics.
2. All high school students shall complete four years of mathematics in high school as a graduation requirement.
3. All high school students shall successfully complete science courses including (but not limited to) one life science (biology) and one physical science, as well as material which spells out the nature, purposes and uses of science.
4. All high school students shall complete four years of science as a graduation requirement.

5. The requirements of items 1 and 2 above shall be effective for the school year ending in June, 1994, and for items 3 and 4, for the school year ending in June, 1995.

6. Beginning with hiring of elementary school teachers for the fall of 1992, the goal for employment of elementary teachers shall be that their preparation shall include at a minimum 12 hours of college mathematics courses and 12 hours of college science courses, including algebra and geometry, statistics and probability, biology, and one year of either chemistry or physics. For the 1992-93 school year, one fourth of the new teachers hired shall meet this requirement. By the beginning of the school year of 1997-1998, all new elementary teachers shall meet this requirement.

7. Present elementary teachers now employed by MCPS shall also meet this requirement by the beginning of the school year of 1997-1998, unless there is a compelling demonstration that the requirement can be or has been met in other ways, or needs to be met at a later date for sufficiently convincing personal reasons. MCPS shall provide appropriate support for college courses for these employees.

8. Elementary math and science curriculum and instruction shall be organized to assist all students in becoming ready for the new high school requirements in math and science.

9. Student performance measures shall be developed, K-12, that emphasize and measure higher order thinking skills, problem solving and reasoning abilities, and conceptual understanding, and not just recall or ability to do well on standardized tests.

10. The involvement of business, industry, appropriate government institutions (e.g., NIH, Federal laboratories operated by DoD), and academic institutions shall be enhanced, with expanded involvement of their personnel, materials and opportunities for out-of-school learning activities.

11. Other opportunities for out-of-school learning activities shall also be expanded, focusing in particular on hands-on science and technology activities.

12. Enhance and emphasize the integration at all levels of science, math and technology, including use of computers, in the curriculum and in instruction.

and be it further

Resolved, That the Board of Education endorses the superintendent's proposed plan to develop plans for the implementation of these actions, as set forth in his memorandum of October 21, 1991; and be it further

Resolved, That the superintendent shall also develop recommendations which take account of the need to make selective exceptions to these requirements, as appropriate, for students and staff; and be it further

Resolved, That the superintendent and Board commit themselves to efforts to persuade the State Board of Education to permit students to earn high school graduation credits in middle school for selected courses that meet high school requirements; and be it further

Resolved, That the superintendent will explore ways to change the times of offering courses and the organization of the student day in order to make possible continued support for and student selection of electives that go beyond the graduation requirements; and be it further

Resolved, That the superintendent shall develop estimates of costs associated with implementation of these actions, as he develops his plans for implementation; and be it further

Resolved, That the superintendent is requested to bring to the Board such changes in other policies, regulations, and procedures as may be necessary as a result of these actions; and be it further

Resolved, That the superintendent shall bring his recommendations for implementation and his cost estimates to the Board for its review and approval, prior to final implementation actions.

Mr. Pishevar made the following statement for the record:

"I support the resolution before us even if it is not the smartest of political moves when considering the attitudes many students have towards any increases in graduation requirements. Although I will take some criticism from my constituents, I am sure I will be thanked by them in about ten years when they realize just how much that extra preparation has helped them in their college education, upward mobility, careers, and general success in life.

"Dealing with the science section of the resolution, I would suggest, and I will have specific amendments to make because I support the three years of science, that we abolish the ninth grade level lab science course that is presently in place. Having talked to many students and teachers, I have received the

general impression that this course is not really needed. I myself skipped the lab science course and took biology in my freshman year. I found by doing this I have been afforded more opportunities in my course selections. Replacing this course and requiring all students to complete biology by the end of ninth grade would be a far better option.

"Secondly, I believe requiring all students, both in the honors and non-honors levels, to complete a science project or a Science Fair project if their school conducts an annual fair, would give students hands-on experience and a far better understanding of the scientific method.

"Thirdly, I believe that the system should move towards hiring secondary science teachers holding master's degrees in their respective fields. The more prepared teachers are in the courses they teach, the better education we are giving to the students.

"Dealing with the math section of the resolution, I would concur with Dr. Vance's statements that all students be required to complete algebra by the end of ninth grade and also geometry required in the four years of math for graduation. There have been a number of studies that have shown that geometry is, in fact, a key to success in college, especially for minority students. Secondly, as I mentioned in the science, we should move towards hiring more secondary math teachers who hold master's degrees in their respective fields.

"Summarily, I would like to comment on the importance of the elementary education part of this proposal. If students at the elementary level do not receive strong preparation in math and science, then this whole proposal is going to backfire on us. I would like to suggest a few ideas I have for discussion. One is to discern the level of understanding and achievement in the math and sciences for sixth grade students or students of comparable age from a country like Japan or another other nation leading in student performance. Then, use this information as our standard or goal or where we want our students in MCPS to be at the completion of sixth grade. Secondly, I believe that daily lesson time spent on math and science in the elementary level should be increased substantially. Thirdly, we should look into alternatives of teaching methods and strategies to teaching elementary students the principles of math and science.

"The major complaint my peers and I had in elementary school was that there was so much repetition. Every year the same thing was taught to us, especially in math, and by the fifth year boredom was rampant and the enthusiasm we once had at being able to multiply sixteen by three was jaded. Every year we were looking to learn something new, but it never came. The same thing was taught although we were perfectly ready to progress. The end result is that elementary schools are not challenging students



with new disciplines, and instead of producing students who can understand a little bit of algebra, they are producing students who can understand a little bit of fractions. We should look at how Japan, or any other nation leading in student performance, teaches their elementary level students math and science and follow suit. In a memorandum I had given back in July, I had attached an example of one alternative to teaching, and that is the Japanese KUMON mathematic method. I would be happy to give that copy again to Board members. This might be something we would consider.

"My last concern is when these graduation requirements should take effect. I believe the best time would be June, 1996. In that way, it would give us time for substantial reorganization, preparation, training, and would not affect this year's freshmen who would graduate in 1995. It would be too premature to expect next year's freshmen to prepared with the knowledge and the attitudes needed to comply and succeed under these requirements. Thank you."

Mrs. Hobbs asked that the Board act on each item separately.

RESOLUTION NO. 1073-91 Re: MATHEMATICS AND SCIENCE - SECTION 1

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

Resolved, That the Board of Education adopt Section 1 as follows:

1. All high school students shall successfully complete mathematics courses, including (but not limited to) algebra and geometry, as well as materials which give students an understanding of symbolic logic, statistics, probability, as well as the nature, purposes and uses of mathematics.

RESOLUTION NO. 1074-91 Re: MATHEMATICS AND SCIENCE - SECTION 2

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

Resolved, That the Board of Education adopt Section 2 as follows:

2. All high school students shall complete four credits of mathematics as a graduation requirement.

Re: A MOTION BY MR. PISHEVAR TO AMEND  
SECTION 3 (FAILED)

A motion by Mr. Pischevar to amend Section 3 by adding "Students shall complete biology by the end of ninth grade" failed for lack of a second.

RESOLUTION NO. 1075-91 Re: MATHEMATICS AND SCIENCE - SECTION 3

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

Resolved, That the Board of Education adopt Section 3 as follows:

3. All high school students shall successfully complete science courses including (but not limited to) one life science (biology) and one physical science, as well as material which spells out the nature, purposes and uses of science.

RESOLUTION NO. 1076-91 Re: MATHEMATICS AND SCIENCE - SECTION 4

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

Resolved, That the Board of Education adopt Section 4 as follows:

4. All high school students shall complete three credits of science as a graduation requirement.

RESOLUTION NO. 1077-91 Re: MATHEMATICS AND SCIENCE - SECTION 5

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

Resolved, That the Board of Education adopt Section 5 as follows:

5. The requirements of items 1 and 2 above shall be effective for the ninth grade entering high school in September 1994, and for items 3 and 4, for the ninth grade entering in September 1995.

Mrs. Hobbs made the following statement for the record:

"I would like to go back to #4. I did not vote correctly. I would like to have the record reflect that I was in favor of #4."

RESOLUTION NO. 1078-91 Re: MATHEMATICS AND SCIENCE - SECTION 6

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

Resolved, That the Board of Education adopt Section 6 as follows:

6. Beginning with hiring of elementary school teachers for the fall of 1994, the goal for employment of elementary teachers shall be that their preparation shall include at a minimum 12 hours of college mathematics courses and 12 hours of college science courses, including algebra and geometry, statistics and probability, biology, and one year of either chemistry or physics. For the 1994-95 school year, one fourth of the new teachers hired shall meet this requirement. By the beginning of the school year of 1999-2000, all newly hired elementary teachers shall meet this requirement.

Dr. Vance stated that he was enthusiastic about forging new relationships with colleges and universities training teachers. While he was not opposed to #6, he would prefer to come back to the Board after he had contacted the universities to find out whether or not it was doable in this time frame.

RESOLUTION NO. 1079-91 Re: MATHEMATICS AND SCIENCE - SECTION 7

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

Resolved, That the Board of Education adopt Section 7 as follows:

7. Present elementary teachers now employed by MCPS shall also meet this requirement by the beginning of the school year of 1999-2000, unless there is a compelling demonstration that the requirement can be or has been met in other ways, or needs to be met at a later date for sufficiently convincing personal reasons.

RESOLUTION NO. 1080-91 Re: MATHEMATICS AND SCIENCE - SECTIONS  
8, 9, 10, 11, AND 12

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

Resolved, That the Board of Education adopt Sections 8-12 as follows:

8. Elementary math and science curriculum and instruction shall be organized to assist all students in becoming ready for the new high school requirements in math and science.

9. Student performance measures shall be developed, K-12, that emphasize and measure higher order thinking skills, problem solving and reasoning abilities, and conceptual understanding, and not just recall or ability to do well on standardized tests.

10. The involvement of business, industry, appropriate government institutions (e.g., NIH, NIST, Federal laboratories operated by DoD), and academic institutions shall be encouraged, with expanded opportunities for involvement of their personnel and materials for out-of-school learning activities.

11. Other opportunities for out-of-school and in-school learning activities shall also be expanded, focusing in particular on hands-on science and technology activities.

12. Enhance and emphasize the integration at all levels of science, math and technology, including use of computers, in the curriculum and in instruction.

RESOLUTION NO. 1081-91 Re: MATHEMATICS AND SCIENCE - FINAL  
RESOLVED CLAUSES

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

Resolved, That the Board of Education adopt the final Resolved clauses as follows:

and be it further

Resolved, That the Board of Education endorses the

superintendent's proposed plan to develop plans for the implementation of these actions, as set forth in his memorandum of October 21, 1991; and be it further

Resolved, That the superintendent shall also develop recommendations which take account of the need to make selective exceptions to these requirements, as appropriate, for students and staff; and be it further

Resolved, That the superintendent and Board commit themselves to efforts to persuade the State Board of Education to permit students to earn high school graduation credits in middle school for selected courses that meet high school graduation requirements; and be it further

Resolved, That the superintendent will explore ways to change the times of offering courses and the organization of the student day in order to make possible continued support for and student selection of electives that go beyond the graduation requirements; and be it further

Resolved, That the superintendent shall develop estimates of costs associated with implementation of these actions, as he develops his plans for implementation; and be it further

Resolved, That the superintendent is requested to bring to the Board such changes in other policies, regulations, and procedures as may be necessary as a result of these actions; and be it further

Resolved, That the superintendent shall bring his recommendations for implementation and his cost estimates to the Board for its review and approval, prior to final implementation actions.

For the record, Mr. Pischevar asked that the superintendent look into increasing science and mathematics instructional time at the elementary school level. He also asked the superintendent to consider doing research on the level of skills possessed by sixth graders in the leading nations. He indicated that he would also like the superintendent and his staff to investigate the possibility of recruiting high school teachers with master's degrees in science and mathematics.

Re: MATHEMATICS AND SCIENCE (AS  
AMENDED)

The following is the entire resolution as adopted by the Board of Education.

Resolved, That the Board of Education directs the superintendent to implement, through formal policy, program and regulatory

changes, the following actions:

1. All high school students shall successfully complete mathematics courses, including (but not limited to) algebra and geometry, as well as materials which give students an understanding of symbolic logic, statistics, probability, as well as the nature, purposes and uses of mathematics.
2. All high school students shall complete four credits of mathematics as a graduation requirement.
3. All high school students shall successfully complete science courses including (but not limited to) one life science (biology) and one physical science, as well as material which spells out the nature, purposes and uses of science.
4. All high school students shall complete three credits of science as a graduation requirement.
5. The requirements of items 1 and 2 above shall be effective for the ninth grade entering high school in September 1994, and for items 3 and 4, for the ninth grade entering in September 1995.
6. Beginning with hiring of elementary school teachers for the fall of 1994, the goal for employment of elementary teachers shall be that their preparation shall include at a minimum 12 hours of college mathematics courses and 12 hours of college science courses, including algebra and geometry, statistics and probability, biology, and one year of either chemistry or physics. For the 1994-95 school year, one fourth of the new teachers hired shall meet this requirement. By the beginning of the school year of 1999-2000, all newly hired elementary teachers shall meet this requirement.
7. Present elementary teachers now employed by MCPS shall also meet this requirement by the beginning of the school year of 1999-2000, unless there is a compelling demonstration that the requirement can be or has been met in other ways, or needs to be met at a later date for sufficiently convincing personal reasons.
8. Elementary math and science curriculum and instruction shall be organized to assist all students in becoming ready for the new high school requirements in math and science.
9. Student performance measures shall be developed, K-12, that emphasize and measure higher order thinking skills, problem solving and reasoning abilities, and conceptual understanding, and not just recall or ability to do well on

standardized tests.

10. The involvement of business, industry, appropriate government institutions (e.g., NIH, NIST, Federal laboratories operated by DoD), and academic institutions shall be encouraged, with expanded opportunities for involvement of their personnel and materials for out-of-school learning activities.

11. Other opportunities for out-of-school and in-school learning activities shall also be expanded, focusing in particular on hands-on science and technology activities.

12. Enhance and emphasize the integration at all levels of science, math and technology, including use of computers, in the curriculum and in instruction.

and be it further

Resolved, That the Board of Education endorses the superintendent's proposed plan to develop plans for the implementation of these actions, as set forth in his memorandum of October 21, 1991; and be it further

Resolved, That the superintendent shall also develop recommendations which take account of the need to make selective exceptions to these requirements, as appropriate, for students and staff; and be it further

Resolved, That the superintendent and Board commit themselves to efforts to persuade the State Board of Education to permit students to earn high school graduation credits in middle school for selected courses that meet high school graduation requirements; and be it further

Resolved, That the superintendent will explore ways to change the times of offering courses and the organization of the student day in order to make possible continued support for and student selection of electives that go beyond the graduation requirements; and be it further

Resolved, That the superintendent shall develop estimates of costs associated with implementation of these actions, as he develops his plans for implementation; and be it further

Resolved, That the superintendent is requested to bring to the Board such changes in other policies, regulations, and procedures as may be necessary as a result of these actions; and be it further

Resolved, That the superintendent shall bring his recommendations for implementation and his cost estimates to the Board for its

review and approval, prior to final implementation actions.

Re: STATEMENT BY CURRICULUM SPECIALISTS

Ms. Sue McGregor read a statement on behalf of the curriculum specialists, and Mr. Ken Evans read a statement on behalf of the elementary school principals.

\*Mrs. DiFonzo left the meeting at this point.

Re: BOARD MEMBER COMMENTS

1. Mrs. Brenneman said that on December 4 and December 6 she had attended MACO, and one session was on Board/Council relationships. Representatives from Howard County, Anne Arundel, and MABE spoke about the importance of good communications. A gentleman from Baltimore County got a large round of applause when he spoke about the Neall amendment. Nancy Kopp spoke about how people should let their legislators know the impact of county cuts. Often state officials thought that certain programs were protected by state legislators; however, local governments would cut these programs. They should keep legislators informed about local cuts when a lump sum cut was made at the state level.

2. Mrs. Brenneman commented that she and Dr. Cheung had attended a session with David Kerns, deputy secretary of education, about the America 2000 program. A question was raised about what the federal government would do to support this program, and the answer was that they did have a strong commitment to Head Start and Chapter I.

3. Mr. Ewing reported that the parents of students in the French Immersion program were still very much concerned about the move. He thought it was important for the Board to continue to explore with them the issue of space because they were going to continue to ask questions. He was hearing that the parents were having difficulty in getting good answers. He would be meeting with parents this weekend and would report on that meeting.

4. Mrs. Fanconi commended Burtonsville, Candlewood, and Lake Seneca elementary schools on their nomination for the National School Recognition Program. She said that Dr. Vance had sent the Board a memo about formal recognition of these schools at a later date. She indicated that MCPS had won 16 national awards since the recognition program started seven years ago.

5. Mrs. Hobbs reported that she, Mrs. Fanconi, and Mrs. Brenneman had attended the superintendent's writing awards at Walter Johnson High School on December 4. Almost 450 students received recognition for their writing abilities.

6. Mrs. Hobbs said that on December 5 she had attended the open



house at the Department of Personnel Services which was an opportunity to meet Dr. Massie, tour the offices, talk with staff, and learn more about what they did.

RESOLUTION NO. 1082-91 Re: EXECUTIVE SESSION - DECEMBER 18, 1991

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on December 18, 1991, at 9 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 1083-91 Re: EXECUTIVE SESSION - JANUARY 14, 1992

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on January 14, 1992, at 9 a.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or

matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business; and be it further

Resolved, That such meeting continue in executive closed session at noon to discuss the matters listed above as permitted under Article 76A, Section 11(a) and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 1084-91 Re: MINUTES OF NOVEMBER 4, 1991

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

Resolved, That the minutes of November 4, 1991, be approved.

RESOLUTION NO. 1085-91 Re: CALENDAR FOR STUDENT BOARD MEMBER ELECTION

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

Resolved, That the Board of Education approve the calendar of major events for the election of the fifteenth student member of the Board of Education as proposed by MCR.

RESOLUTION NO. 1086-91 Re: FACILITIES POLICY

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

Resolved, That the Board of Education relook at and reevaluate the Long-range Facilities Policy plus all policies used to implement that policy as well; and be it further

Resolved, That the Board of Education officers be encouraged to schedule this before the next Capital Improvements Program process begins.

RESOLUTION NO. 1087-91 Re: CITIZENS ADVISORY COMMITTEE FOR FAMILY LIFE AND HUMAN DEVELOPMENT

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

WHEREAS, COMAR 13A.04.01 requires that each local education agency have a Citizens Advisory Committee for Family Life and Human Development; and

WHEREAS, Montgomery County has had such a committee since 1970, consisting of representatives of various civic associations and religious groups, community members at large, and student representatives; and

WHEREAS, Membership on the committee is for a two-year term; now therefore be it

Resolved, That the following individuals be reappointed to two-year terms, effective January 1, 1992, and terminating December 31, 1993:

Michael Calsetta, Robert Pine, and Barbara Ruppert

and be it further

Resolved, That the following student be reappointed to serve a one-year term, effective January 1, 1992, and terminating December 31, 1992:

Mary Dietch

and be it further

Resolved, That the following students be appointed to serve a one-year term, effective January 1, 1992, and terminating December 31, 1992:

Felicia Yorro and Raymond Tu

RESOLUTION NO. 1088-91    Re:    APPOINTMENT OF MEMBERS TO THE  
MEDICAL ADVISORY COMMITTEE TO THE  
BOARD OF EDUCATION

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

WHEREAS, The Medical Advisory Committee to the Montgomery County Board of Education has been active since it was reconstituted by the Board in 1972; and

WHEREAS, Membership on the committee is composed of representatives of organizations and associations named in the "Statement of Purpose" of the committee; and

WHEREAS, Members of the committee are appointed by the Board of Education; now therefore be it

Resolved, That the Board of Education appoint the following individuals to serve a two-year term ending December 31, 1993:

Richard Margolis, Stuart Taylor, and  
Roberto Perez

RESOLUTION NO. 1089-91 Re: APPOINTMENT OF MEMBERS TO THE  
MENTAL HEALTH ADVISORY COMMITTEE

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

WHEREAS, On June 13, 1989, the Mental Health Advisory Committee was established by the Board of Education; and

WHEREAS, The members of the Mental Health Advisory Committee are appointed by the Board of Education; now therefore be it

Resolved, That the following persons be appointed to the Mental Health Advisory Committee to serve through December 31, 1993:

Edward Schultz, Jeremiah Floyd, Sue Cohen, Elizabeth Stien,  
Barbara Kupperman, Jack Robinson

and be it further

Resolved, That the following persons be reappointed to the Mental Health Advisory Committee to serve through December 31, 1993:

Sol Herman and Joan Dodge

and be it further

Resolved, That the following student be appointed to the Mental Health Advisory Committee to serve through December 31, 1992:

Lara Wine

RESOLUTION NO. 1090-91 Re: APPOINTMENT OF MEMBERS TO THE  
MONTGOMERY COUNTY ADVISORY COUNCIL  
ON VOCATIONAL-TECHNICAL EDUCATION

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

WHEREAS, On September 26, 1977, the Local Advisory Council on Vocational-Technical Education was established by the Board of Education; and

WHEREAS, The members of the Montgomery County Advisory Council on Vocational-Technical Education are appointed by the Board; now therefore be it



Counseling and Guidance was established by the Board of Education; and

WHEREAS, The members of the Advisory Committee on Counseling and Guidance are appointed by the Board; now therefore be it

Resolved, That the following persons be appointed to serve through December 31, 1993:

Eileen Freiman, Jane Turner, and Lynne Odgan

and be it further

Resolved, That the following students be reappointed to serve through December 31, 1992:

Christopher Lin and Anice Schervish

and be it further

Resolved, That the following students be appointed to serve through December 31, 1992:

Meredith Abrams, Emily Katz, Andrew Pergam, and Derrick Smith

RESOLUTION NO. 1093-91 Re: APPOINTMENT OF MEMBERS TO THE TITLE IX GENDER EQUITY ADVISORY COMMITTEE

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

WHEREAS, On July 19, 1977, the Board established the Title IX Gender Equity Advisory Committee; and

WHEREAS, The members of the Advisory Committee are appointed by the Board; now therefore be it

Resolved, That the following individuals be appointed to serve a two-year term through December 31, 1993:

Carol Weiss and Mary Hockmeyer

and be it further

Resolved, That the following individual be reappointed to serve a two-year term through December 31, 1993:

Antoinette Negro

and be it further

Resolved, That the following student be reappointed to serve a one-year term through December 31, 1992:

Melanie Da Trindade

and be it further

Resolved, That the following students be appointed to serve a one-year term through December 31, 1992:

Brandy Feldman and Gloria Ochoa

RESOLUTION NO. 1094-91    Re:    APPOINTMENTS TO THE ADVISORY  
COMMITTEE ON MINORITY STUDENT  
EDUCATION

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

WHEREAS, On May 14, 1991, the Board of Education revised the composition of the Advisory Committee on Minority Student Education; and

WHEREAS, The members are appointed by the Board of Education; now therefore be it

Resolved, That the following persons be reappointed to serve through December 31, 1993:

Sunny Lee, Alaka Wali, John Hoven, Keith Prouty, James Fernandez, Edgar Gonzalez, and Silvio Zuluaga

and be it further

Resolved, That the following persons be appointed to serve through December 31, 1993:

Josephine Wang, Charles Sye, and Carolyn Littlefield

and be it further

Resolved, That the following student be reappointed, effective January 1, 1992, to serve for a one-year term ending December 31, 1992:

Patricia Puertas

and be it further

Resolved, That the following students be appointed, effective January 1, 1992, to serve for a one-year term ending December 31,

1992:

Charles McCullough and Valerie Wang

RESOLUTION NO. 1095-91 Re: TASK FORCE ON NONINSTRUCTIONAL  
DUTIES

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

WHEREAS, A broad-based task force was created to examine the issue of noninstructional duties, their importance to the operation of the schools, and alternative approaches to accomplishing them to help ensure that schools function efficiently and effectively in meeting the educational and related needs of children; and

WHEREAS, The superintendent of schools developed a charge to the task force consistent with the Board of Education's intent to seek advice on all aspects of the issue of noninstructional duties; and

WHEREAS, The task force is composed of five representatives each from the following: Montgomery County Education Association, Montgomery County Council of Supporting Services Employees, Montgomery County Association of Administrative and Supervisory Personnel, and Montgomery County Council of Parent-Teacher Associations, and an additional member to be named by the superintendent of schools; and

WHEREAS, The Board is to appoint the members of the task force; now therefore be it

Resolved, That the following persons be appointed to replace members who have resigned and to serve until the work of the task force is completed:

Mary Holly Allison, Carole Blackwell, and Linda Panchura

Re: LEGISLATIVE UPDATE

Dr. Vance reported that the governor had just announced new midyear reductions in local aid of \$142 million statewide. The governor had asked the legislature to respond in one or two weeks. It seemed to Dr. Vance that the APEX formula was in jeopardy at this point. Montgomery County would be cut \$25 million; however, the legislature could remove the governor's cap on the reduction and Montgomery County could lose \$35 million. Dr. Vance did not think this was likely. He suggested that the Board needed to meet with its representatives. The forecast was that the legislature would take some action by mid-January, and



at that point the local government would decide on the distribution of the \$25 million cut and its impact on MCPS. He thought that the Board would know the results by late January or early February.

Mr. Fess pointed out that Board members had received an interim report on legislation from Mrs. Stoner.

Re: NEW BUSINESS

1. Mrs. Fanconi asked staff to check into whether the charge to the committee looking at educating more special education students in their home schools included a discussion of the philosophy behind this proposal.

2. Mr. Pischevar moved and Ms. Gutierrez seconded the following:

Resolved, That the Board of Education discuss the health needs of teenagers in Montgomery County.

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

Resolved, That the Board of Education discuss the establishment of a standing subcommittee of the Board of Education on minority achievement.

4. Mr. Ewing stated that he would like to see the item on safety and security issues scheduled for Board discussion as soon as possible. Mrs. Gemberling indicated that they could discuss this at agenda-setting.

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

Resolved, That the Board of Education receive and consider the list of names of women and minorities being proposed for school names; and be it further

Resolved, That the Board of Education schedule time to review this list of names and solicit additional names.

RESOLUTION NO. 1096-91 Re: OPERATING BUDGET HEARINGS

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

Resolved, That the Board of Education schedule its January, 1992 operating budget public hearings by area and cluster; and be it further

Resolved, That the Board of Education request DEA to review and propose amendments to the Policy on Public Hearings to allow for testimony by area and cluster.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report

Re: ADJOURNMENT

The president adjourned the meeting at 7:30 p.m. to an executive session on personnel issues.

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PRESIDENT

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SECRETARY

PLV:mlw