

APPROVED  
59-1983

Rockville, Maryland  
October 5, 1983

The Board of Education of Montgomery County met in special session at the Educational Services Center, Rockville, Maryland, on Wednesday, October 5, 1983, at 7:30 p.m.

ROLL CALL Present: Mr. Blair G. Ewing, President in the  
Chair

Dr. James E. Cronin  
Mrs. Suzanne K. Peyser  
Mrs. Marilyn J. Praisner  
Mr. Peter Robertson  
Mrs. Odessa M. Shannon  
Dr. Robert E. Shoenberg

Absent: Dr. Marian L. Greenblatt

Others Present: Dr. Wilmer S. Cody, Superintendent of  
Schools

Dr. Harry Pitt, Deputy Superintendent  
Dr. Robert S. Shaffner, Executive  
Assistant

Re: Policy Statements on Quality  
Integrated Education and  
Long-range Educational Facilities  
Planning

Mrs. Praisner moved and Mrs. Peyser seconded the following:

WHEREAS, The Board of Education existing policies on Quality Education/Racial Balance and Long-range Educational Facilities Planning have been under review; and

WHEREAS, Draft revisions of these policies developed in consultation with legal counsel have been given wide distribution and written and oral reactions have been received at two public hearings; and

WHEREAS, Existing policies dealing with these topics are no longer applicable when the revised policies are adopted; now therefore be it

Resolved, That the Policy Statement on Quality Integrated Education be adopted but with the following amendment:

Page 2, line 8

After "potential" add the following statement:  
Students also belong to the full range of socioeconomic levels. It is recognized that social class difference can be a contributing factor to discrepancies in achievement among groups of students.

and be it further

Resolved, That the new Policy Statement on Long-range Educational Facilities Planning be adopted but with the following amendments:

Page 1, line 54

Insert after "cost"

Efforts are to be made to assure that facilities are provided as needed in the growth areas of the county, while at the same time providing stability in areas of the county where school closings and consolidations have been implemented.

Page 2, line 27

Insert after "students"

, including special education students in Levels 4 and 5,

Page 2, line 47

Insert after "that"

Efforts are to be made to provide stability by identifying changes which optimally will last for the 15 years of the plan but, at the minimum, will last for five years based on data available.

Page 5, lines 39-41

Rewrite these lines to read:

9. The Board may request alternatives to the final recommendations of the superintendent, and the communities affected will be informed about requested alternatives. It is anticipated that all or most of the Board-requested alternatives will be available prior to September 1.

Page 5, lines 43-46

Rewrite these lines to read:

The Board will hold public hearings, and possibly forums, to receive and discuss the views of concerned citizens on final recommendations and alternative proposals before the Board. Interested citizens and groups wishing to speak should contact the Board Office to be placed on the agenda for the public hearing(s). All written comments will be accepted until 5 p.m. on the work day preceding final action by the Board or as otherwise determined by the Board; however, oral remarks will be limited to accommodate the time available and the number of requests received from those wishing to speak at the public hearing(s). Citizens are encouraged to consolidate their presentations since the Board may not be able to hear directly from all those who wish to speak at the public hearing(s). The Board should complete all hearings and forums between October 1 and November 1.

and be it further

Resolved, That existing policies ACD, ACE, ACF, and FAA be rescinded; and be it further

Resolved, That the State Board of Education, state superintendent of schools, County Council, and county executive be made aware of these actions.

a policy statement on  
QUALITY INTEGRATED EDUCATION

(This policy statement replaces the Quality Education/Racial Balance policy adopted in September 1975 and subsequently amended)

CONDITION

Montgomery County public schools have had a national reputation for excellence since the 1950s. This reputation is based on the quality of academic preparation for college-bound young people and upon educational efforts for the disadvantaged, the handicapped, the culturally and linguistically different, and those who are preparing for work immediately after high school.

While progress toward quality education has been made on many fronts, continuing efforts are required to ensure that each student is educated to his or her highest potential, and that all students are prepared to function well in our pluralistic society. In providing educational opportunities for students from diverse backgrounds in integrated settings, it is recognized that additional resources are often required, both to meet the variety of educational needs in a study body and to take full advantage of the enriched educational opportunities inherent in integrated education for students from diverse racial, ethnic, social and economic backgrounds.

In the past decade, Montgomery County's school population has been enriched by an increase of about 3,000 black, 5,000 Asian, and 2,200 Hispanic students. In 1982-83, students from these racial and ethnic minorities represented 13, 7, and 5 percent, respectively, of the county's total student body. These additions to our student body reflect the increasing diversity of the county's population. While the percentage of minority students in most public schools is within 20 percentage points of the countywide majority/minority percentage, some schools have a very high or very low percentage of minority students.

Housing patterns in Montgomery County and elsewhere develop as the result of a highly complex combination of economic and market forces, government policies, and individual choices. None of these is under the control of the Board of Education or the public schools. Nevertheless, the Board and staff have the responsibility to take feasible actions to stem any trend toward racial or ethnic isolation in any school, and they have consistently attempted to do

so. This revision of the former Quality Education/Racial Balance policy commits the Board to take all feasible steps to ensure quality integrated education, making the rich diversity of this county an educational benefit for its students.

#### POLICY

The Board of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities.

Another important goal of the Board is to ensure that all students and staff have experiences and develop skills in working with others of diverse backgrounds so that they may function well as members of our pluralistic democratic society.

This policy statement sets forth a design for achieving the combination of these two related goals -- quality education and integrated education -- while operating the schools as economically as possible.

Montgomery County's population has grown steadily more diverse and includes members of most of the world's racial and ethnic groups. In all groups, students range from those whose academic achievement is outstanding to those who need intensive support to realize their full potential. Intensive support is often necessary for students whose heritage in this country and elsewhere has been marked by limited opportunity. That legacy is often a barrier to their fully participating in and gaining maximum benefit from school programs and services. Therefore, schools that have a disproportionate number of students who require intensive support must be given assistance to ensure that all of their students receive a high quality, integrated education.

Whenever a school's student population differs by 20 percentage points from the countywide majority/minority<sup>1</sup> average, staff shall examine ways to alleviate that disproportion through educational and/or facilities planning. The Board shall be continuously alert for opportunities to promote quality integrated education. However, a disproportion shall neither restrict the Board from acting when a school's population is within the 20 percentage point variance, nor require the Board to act if it exceeds that variance.

The Board will consider a variety of approaches to increase opportunities for quality integrated education. It will consider the educational program in the school in relation to the needs of its students, the racial and ethnic diversity of the school's student body, and the equity of the potential effects of any action on minority and majority students and on communities.

Measures to increase opportunities for quality, integrated education may include program changes, magnet schools, clustering or pairing schools, establishing alternative centers, providing

supplementary resources or additional student services, boundary changes, closures and consolidations, and grade level reorganizations.

Some measures the Board may consider may require additional transportation, but the Board will seek to avoid transporting students over long distances solely to achieve a specific degree of majority/minority balance.

Recognizing that student transfers may impact on the objectives of this policy, all transfer requests to or from schools where transfers would adversely affect the goals of this policy will be carefully monitored.

The Board will carefully consider any community and staff proposals for realistically achieving the objectives of this policy.

The public schools alone cannot assure quality integrated education for all students. Other agencies, both public and private, must assume leadership to bring about greater opportunities for all persons to become part of our community fabric.

The planning and financing of housing, zoning, and rigid code enforcement are examples of how effective leadership can help to achieve this goal. The Board will advise the county Planning Board, County Council, and Executive of any governmental policies or practices which have or could have a beneficial or adverse impact on maintaining quality integrated education in the schools.

The Board commits itself to seek concerted action by all county agencies and groups to help achieve the goals of this policy. It calls upon all citizens to join it in urging other agencies to work toward achieving quality integrated education in all public schools.

#### PROCESS

As part of the annual review and evaluation of each school's instructional program and student achievement, the superintendent and staff will identify any schools which need assistance to provide quality integrated education for their students. In his recommended operating budget to the Board of Education, the superintendent will identify and request any additional resources or services needed by those schools to better serve their student enrollments and to achieve the goals of this policy.

As part of the staff preparation for the annual updates of the 15-Year Comprehensive Master Facilities Plan, the superintendent will identify any schools which, under the terms of this policy, have a student body that differs by 20 percentage points or more from the countywide majority/minority average. In annual update recommendations, the superintendent will recommend any feasible actions which have the potential to address any racial or ethnic isolation.

## FEEDBACK INDICATORS

The superintendent will report to the Board of Education each fall on the progress that is being made to provide quality Integrated Education for students in all schools. This report shall be made prior to or as part of the superintendent's annual budget request and the annual update of the 15-Year Comprehensive Master Facilities Plan so that the Board may take actions through either or both of these processes to ensure further opportunities for Quality Integrated Education.

1 The terms "minority" and "majority" that apply to the classification of students in schools are those agreed upon by various federal government agencies. Those classifications are:  
American Indian or Alaskan Native - A person having origins in any of the original peoples of North America  
Asian or Pacific Islander - A person having origins in any part of the original peoples of the Far East, Southeast Asia or the Pacific Islands, including for example, China, Japan, Korea, the Philippine Islands, and Samoa  
Black, not of Hispanic Origin - A person having origins in any of the black racial groups  
Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race  
White, not of Hispanic Origin (Majority) - A person having origins in any of the original people of Europe, North Africa, the Middle East, or the Indian subcontinent

2 Beyond maximum distances or travel times for regular programs

A Policy Statement on Long-range Educational Facilities Planning

### I. CONDITION

Enrollment in the Montgomery County Public Schools declined from 126,000 students in 1972 to about 90,000 students in 1983, causing the closing of 59 schools. Enrollment is projected to drop to about 85,000 students by the late 1980s, and then to increase gradually. The elementary school enrollment decline is expected to end in 1983, although the secondary school enrollment decline is expected to continue throughout the decade.

The first effort by the Board of Education to deal with the dramatically changing population trends in Montgomery County was the Small Schools Policy adopted in June 1974. That was followed by the Changing Enrollment Policy of October 1977. These efforts attempted to deal with the changes in enrollment patterns that followed decades of uninterrupted growth.

Many of the enrollment changes since 1972 have challenged MCPS to provide a consistent, high quality educational program at reasonable cost. These changes include declining enrollment in some areas of the county while enrollment increased in other areas, a

net loss of pupils countywide, shifts in student populations with special educational needs, and new demands to serve various special populations within the overall school enrollment.

Many of the efforts to meet these changing conditions were based on the fact that it becomes increasingly difficult to provide students with a consistent and high quality educational program at a reasonable cost when enrollment in a school drops to very low levels. Efforts to address these problems, however, were met with public resistance in many cases. In an attempt to find satisfactory solutions to these difficult problems, the Board enlisted the aid of citizens through a variety of committees, ranging from the school level through clusters of schools to countywide citizens advisory committees. The Board studied with interest the findings of an MCCPTA-sponsored forum on criteria for a 15-year plan and a countywide committee which studied a preliminary five-year countywide comprehensive facilities plan in 1979.

Montgomery County was within a facilities planning policy from May 1979, when the Board suspended the Changing Enrollment Policy, until it adopted this long-range facilities planning policy in 1981. With help from the State School Planning Assistance Program, the Board of Education adopted a 15-Year Comprehensive Master Facilities Plan in 1981-82 and subsequently updated it in 1982-83.

## II. POLICY

### Goals --

1. The primary goal of this policy is to provide guidelines for revising and updating the 15-year Comprehensive Master Plan for Educational Facilities so that it continues to enable Montgomery County Public Schools to address changing enrollment patterns and to provide the facilities and future school sites necessary to sustain high quality educational programs at reasonable cost. Services and resources are to be provided in a fair and equitable manner so that all students, including special education students, are offered appropriate educational programs.

2. A second goal is to outline the steps to be taken from the time a school or school site is initially identified for change through the Board of Education's final decision to the implementation of the action, including monitoring the closure/consolidation process.

3. A third goal is to improve public understanding of the process by which facilities recommendations and decisions are made. Toward this end, the superintendent is to work closely during the planning process with county government agencies and municipalities which have planning and zoning authority. The superintendent and the Board are to ensure that municipalities and local school communities have an opportunity to react to staff proposals, or to develop alternative proposals before any decisions are made that affect their schools and their children.

### Principals --

1. All decisions made throughout the planning process shall

assure that all students, including those with special needs, will be provided a high quality education. Any proposed change in an educational facility must be evaluated in terms of its impact on educational programs and on the community.

2. Schools that continue in operation should be well utilized consistent with sound educational practice and, where applicable, the joint occupancy policy and the housing needs of other MCPS programs and services.

3. High schools will serve Grade 9-12, and planning decisions shall be directed toward the gradual realization of this pattern. Within the K-8 structure, flexibility will be permitted.

4. The school system shall be divided into high school attendance areas. The preferred pattern for each of these will be one high school, one intermediate level school, and several elementary schools, each of which should send all of its students to the school of the next higher level in its area. "Split attendance patterns," or sending students to two or more schools at the next higher level, are not preferred. The schools in the high school attendance area shall be termed a senior high group, named after its senior high. If it is necessary for any school below the high school level to send its students to more than one high school, it shall be considered a member of each high school group.

5. Opportunities for quality integrated education shall be provided in accord with the Board of Education policy on Quality Integrated Education.

6. In the five-year revisions and annual updates of the 15-Year Comprehensive Plan for Educational Facilities, every school will be included in the process of finding solutions to the problems of changing enrollment.

Process --

#### Five-Year Revisions of the 15-Year Master Plan

A thorough updating of all data will be done every five years, the first revision occurring in 1986. This updating will include new school-age population forecasts from the Maryland-National Capital Park and Planning Commission and MCPS public school enrollment projections. The planning process specified in this policy will be completed to determine actions for the next five years and to identify potential changes needed in the ten years beyond that.

To revise the 15-year plan, the superintendent shall:

1. Determine the overall scope of the changing enrollment problem, by analyzing present and projected county enrollment. MCPS enrollment forecasts are to be consistent with population trends forecast by the Maryland-National Capital Park and Planning Commission. Determine the number of classrooms needed at the high school, intermediate, and elementary levels for the current year and at specific future points for each high school attendance area.

2. Update the data base for each school which includes the history and projections of total student enrollment, regular student population residing in the service area and those who have transferred from outside the school's attendance area; minority groups; special programs (defined as special education programs levels 3, 4, and 5; ESOL; Head Start; and Chapter 1); location and



site characteristics; building capacity, utilization, and characteristics (including any modifications for special programs); needed renovations or additions, including the most recent school plant rating; operating costs; feeder patterns; and percentage of students transported. The data base is to be sent to each school principal for review. Any discrepancies are to be reported to the superintendent.

3. Apply screening criteria to each school to determine which, if any, it fails to meet, or is projected to fail during the five-year period. Schools failing to meet one or more of the criteria will be examined as a first step toward any kind of change. Changes may take the form of changing boundaries, building additions or new schools, relocating area and countywide special programs, establishing magnet schools or centers, clustering schools, and closing and consolidating schools. Every school will be included in the process of seeking solutions to the problems of changing enrollment regardless of whether or not it failed one or more of the screening criteria. One goal of any recommendation or action will be to increase the number of screening criteria which each school meets. The final version of the plan will include a recommendation(s) for each school. No change may be a recommendation. The screening criteria and standards are the following:

a) Minimum enrollment. There should be no fewer than 200 students enrolled in the regular program in an elementary school, regardless of the number of grades served. There should be at least 500 students in two-grade intermediate level schools and 600 students in three-grade intermediate schools. There should be at least 1,000 students in the regular program in a high school.

b) Utilization. The actual and/or projected utilization of a school (the regular enrollment divided by regular enrollment capacity) should be between 70 and 90 percent. Less than 70 percent denotes underutilization; more than 90 percent denotes overutilization.

c) Need for modernization or addition. If a school is in unsatisfactory condition as indicated by a building evaluation, and, therefore, in need of major capital improvements and/or its average age will be more than 25 years during the five-year period of the revision, it will be identified for further study.

d) Majority/minority enrollment. When a school's majority/minority student population differs from the countywide average by 20 or more percentage points the school will be identified for further study.

e) Attendance patterns. Schools that deviate from the preferred attendance pattern outlined above will be identified for further study.

4. Study further each school that does not meet one or more of the five criteria above. In studying and recommending solutions to changing enrollment problems, the superintendent shall consider the data and apply the following guidelines:

a) Begin with high schools, moving to intermediate level schools, with elementary schools considered last. High schools in a geographic area may be studied together. Decisions about a school or schools at a higher level become planning parameters for

decisions about schools at the next lower level. Therefore, all decisions about a senior high should be made tentatively prior to making decisions about feeder schools in that tentative group. Decisions on schools at one level should be made tentatively before proceeding with decisions at the next lower level. All decisions should be made for schools at the higher level of any group before making decisions on schools at the next lower level of that group.

- b) Consider each screening criterion for every school.
- c) Consider changes in existing school boundaries or feeder patterns.
- d) Consider needs of special students and programs for them in each school and in relation to area and countywide special programs.
- e) Consider a variety of options in response to conditions that require change.
- f) Consider long-range needs including retention or disposal of future school sites.
- g) Allow for phased implementation of the total plan.
- h) Reassign the student body to a single school or to the fewest possible schools when a school closing is recommended.

5. Develop a recommendation for each school, which may include no change. Where a change is recommended, it should take into account, among other relevant factors, the following criteria:

- a) Desired rather than minimum enrollment should be applied to each school at each organizational level, as follows: two or more classes per grade in an elementary school; an average of 250 to 300 students or more per grade in middle/intermediate schools; and an average of 300 to 400 students or more per grade in high schools; so long as sufficient capacity is available to accommodate the larger enrollment.
- b) Provide between 70 and 90 percent utilization of state-rated capacity.
- c) The number of major capital improvements should be minimized.
- d) The solution shall be developed in a manner which is consistent with the Board of Education policy statement on Quality Integrated Education.
- e) Split attendance patterns should be eliminated where it is reasonable to do so; where continued, the split should be close to equal proportions where it is reasonable to do so.
- f) Solutions should keep operating and capital costs to a minimum, including bonded indebtedness.
- g) The solution should result in the greatest number of students being able to walk to school. Those who are bused should be transported the shortest possible distance, except when longer distances are required to address racial or ethnic isolation.
- h) The solution shall be developed in a manner consistent with the Board of Education policy statement on Education of Handicapped Children. Also, accommodation for special programs and students should be provided using the same considerations as for regular programs and students (e.g., stability, adequate facilities, reasonable transportation requirements) and, in addition, should consider placement of special students in the least restrictive appropriate setting.

i) Educational impact of the proposed changes is to be considered, including facilities to accommodate the educational program of schools to be consolidated, such as gymnasiums, auditoriums, and specialized vocational spaces where appropriate. Also, implications on existing special and alternative programs should be assessed. Previous Board-adopted changes which have affected the involved students are to be considered, e.g., school consolidations and grade level reorganization.

j) The impact on communities in geographic attendance areas of schools proposed to be closed and school(s) to which students will be relocated is to be considered. This includes prior consolidations and closings, potential for alternate use, existing day care services provided in affected schools, existing use of school(s) by community, and availability of other community resources as may be brought to the Board's attention from other sources, including community groups and county and municipal agencies.

6. On or about March 1, present a preliminary revised 15-year facilities plan to the Board of Education identifying and examining each problem caused by changing enrollment. Recommend actions for the first five years of the plan, as well as long-term plans for schools for which capital projects are recommended. The recommended solutions should be viable for at least five years and preferably for the remaining years of the plan. Potential need for changes beyond the first five years of the plan will be identified for a geographic area, but no actions will be recommended for individual schools. The preliminary revised plan should be formally presented to the Board by the superintendent before being presented to the public.

7. Send copies of the preliminary revised plan for review and comment to the Maryland-National Capital Park and Planning Commission, State Board of Education, State Interagency Committee, County Council, county government, MCCPTA, MCR, and MCJC. Notify each PTA/PTSA, municipality, civic association, and other school/community organizations that the revised plan is available for review and comment and will be provided, totally or in part, upon request. Comments are to include existing use of school(s) by community and the availability of other community resources. A standardized reaction form should be developed and distributed to promote consistency of comments. The community's role in the process shall be as follows:

a) Individuals, schools, and/or community organizations should react to the recommendations for their school in writing to the superintendent within two months after the preliminary plan is distributed.

b) If an individual or community group wishes to develop an alternative proposal affecting its school and others in the area, it should involve representatives of all school communities affected by the plan or make efforts to secure such representation. Community-developed alternatives should be confined to the first five years of the plan. Any community plans should be sent to the superintendent within two months after the preliminary plan is distributed.

8. Develop a recommended final plan after considering

individual and community reactions and proposals, and submit it to the Board of Education within three months after the preliminary plan is distributed. All reaction forms, letters from individuals and groups, and community-developed proposals will be shared with the Board.

9. The Board may request alternatives to the final recommendations of the superintendent. Communities affected will be informed prior to September 1 about the alternatives which have been requested by the Board.

#### Hearing Process

The Board will hold at least one public forum to hear and discuss the views of concerned citizens on final recommendations and alternative proposals before the Board. Written comments will be accepted. The Board should complete all forums between September 15 and October 15.

#### Board of Education Action

The Board may accept, modify, or reject the recommendations of the superintendent, communities or individuals. In the event the Board votes to adopt a modification or alternative containing elements that differ substantially from those on which citizens have had an opportunity to comment, the decision shall be tentative and written comments shall be sought and considered prior to final action. Further, the Board reserves its right to solicit such further input or conduct such further forums as, in its sole discretion, it considers desirable.

The Board reserves the right to weigh the various factors contained in this policy and those factors brought to its attention by members of the community and exercise its collective legislative judgment in arriving at its decisions.

Decisions which affect capital budget requests should be made by the Board no later than December 1.

Decisions on school closures shall be made and announced at least 90 days prior to their effective date, but not later than April 30 of any school year, except in emergency circumstances described below.

#### Implementation

The superintendent shall develop a schedule to implement the revised plan adopted by the Board of Education.

#### Updating the 15-Year Master Plan

On or about November 15 each year after the original plan is adopted, the superintendent will develop and publish new enrollment projections for a six-year period and revise regular enrollment, operating, and state-rated capacities. If the superintendent finds no need to modify the approved plan, actions approved by the Board for the ensuing year will be implemented unless the Board acts to modify the approved plan. The superintendent will give the Board and affected school communities his implementation plan in December.

If new data and/or other conditions indicate the need to alter elements of the approved plan, the superintendent will recommend changes to the Board of Education on or about November 15. If

recommendations defer an action approved for the next school year, the rationale for that deferral will be presented to the Board and affected school communities. Deferral will not be cause for reconsidering the need for the original action. Therefore, no input will be requested from the community and no community forum will be scheduled. The Board will confirm the recommended deferral, or its original decision will be implemented.

If new data or other conditions suggest accelerating an approved action, or the need to take additional action, the superintendent will make a proposal and give the rationale for it to the Board and affected communities. The community involvement process described above will be initiated, although on a shortened time schedule established by the superintendent. Following community input, final recommendations will be formulated. So that new or accelerated actions may be implemented the following September, forums should be completed by February 15, and Board actions taken by March 15.

Decisions on school closures shall be made and announced at least 90 days prior to their effective dates, but not later than April 30 of any school year, except in emergency circumstances described above.

#### Emergency Circumstances

In the event the Board of Education determines that an emergency circumstance exists, the superintendent will establish a condensed time schedule for making recommendations to the Board, for scheduling forums, and for Board action. An emergency circumstance is one where the decision to close a school because of unforeseen circumstances cannot be announced at least 90 days prior to the date the decision is effective or before April 30 of any school year. For any actions of this type, however, affected communities will be notified and given pertinent information at the earliest possible time. All criteria specified in this policy will apply, although on a time schedule shortened as necessary.

#### Feedback Indicators

The Department of Educational Facilities Planning and Development shall prepare a report each October reviewing actual enrollment and its relationship to long-term forecasts, as well as summarizing actions taken at the close of the previous school year and those to be implemented at the close of the current school year.

For newly consolidated schools, area associate superintendents will provide actual versus projected enrollment figures and staffing ratios plus any other data relating to educational and community service programs.

Re: Announcement

Mr. Ewing announced that Dr. Greenblatt was ill and would be unable to attend the meeting.

Re: A Motion by Dr. Shoenberg to Amend  
the QIE Policy (FAILED)

A motion by Dr. Shoenberg to delete "In providing educational opportunities for students from diverse backgrounds in integrated settings, it is recognized that additional resources are often required, both to meet the variety of educational needs in a study body and to take full advantage of the enriched educational opportunities inherent in integrated education for students from diverse racial, ethnic, social and economic backgrounds" failed with Mrs. Peyser, Mrs. Shannon, and Dr. Shoenberg voting in the affirmative; Dr. Cronin, Mr. Ewing, and Mrs. Praisner voting in the negative (Mr. Robertson voting in the affirmative).

Mrs. Praisner assumed the chair.

Resolution No. 825-83                      Re: An Amendment to the QIE Policy

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

Resolved, That the proposed policy on quality integrated education be amended to substitute "Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of our pluralistic democratic society" for "another important goal of the Board is to ensure that all students and staff have experiences and develop skills in working with others of diverse backgrounds so that they may function well as members of our pluralistic democratic society."

Mr. Ewing assumed the chair.

Resolution No. 826-83                      Re: An Amendment to the QIE Policy

On motion of Mrs. Praisner seconded by Dr. Shoenberg, the following resolution was adopted unanimously:

Resolved, That the proposed policy on quality integrated education be amended by adding the following after the section amended in Resolution No. 825-83:

"The Board will continue to adhere to its commitment to balanced staffing in all schools, including representation of racial and ethnic groups among staff, ensuring strong, positive role models for minority and majority students."

Re: A Motion by Mrs. Shannon to Amend  
the QIE Policy

Mrs. Shannon moved and Dr. Shoenberg seconded the following as a substitute for the lines beginning "Montgomery County's population" and ending "specific degree of majority/minority balance":

Quality education for children cannot be dependent on either racial or ethnic backgrounds or on family, or socioeconomic status.

Providing a quality education where there is evidence of educational disadvantage requires additional effort on the part of the school system.

If a school contains a substantial number of students with educational needs as reflected in the recognized measures of student achievement, intensive support, including the allocation of additional resources when needed, must be given to ensure that all students have the opportunity to reach their potential.

To achieve the additional goal of integrated education, whenever a school's student population differs by 20 percentage points from the county-wide major/minority average, staff shall provide the Board with an analysis of:

- a. student racial and ethnic composition.
- b. socioeconomic composition.
- c. test scores and other relevant measures of pupil achievement.
- d. housing patterns.
- e. the effects of past Board actions on the composition of the student body.

Staff will then recommend appropriate actions.

The Board will consider a variety of approaches to address problems related to the goal of quality integrated education and will analyze potential impact of any recommended action on minority and majority students and communities.

Measures to address the goal of quality integrated education may include program changes, magnet schools, clustering or pairing schools, establishing alternative centers, providing supplementary resources or additional student services, boundary changes, closures and consolidations, and grade level reorganizations.

Some measures the Board may consider may require additional or shifting resources or additional transportation, although the Board will seek to avoid transporting students over long distances.

The following editorial change was made in Mrs. Shannon's motion:

Add after first sentence in first paragraph:

"Intensive support is necessary, however, for students whose opportunities have been limited by background or experience."

The following editorial changes were made in Mrs. Shannon's motion:

Add in third paragraph:

"or more" after 20 percentage points  
"annually" after Board

The following editorial changes were made in Mrs. Shannon's motion:

Add a new "f" and "g"

f. trends in minority and majority populations over the

- past five years in the school.
- g. other characteristics such as mobility rate and ESOL.

The following editorial change was made in Mrs. Shannon's motion:

Substitute the following after "majority/minority average" in the third paragraph:

"staff shall provide the Board with an analysis, the purpose of which shall be to permit the Board to make a determination as to whether action should be taken and, if so, what action. The analysis should include but not be limited to the following data:"

The following editorial change was made in Mrs. Shannon's motion:

Add the following to "a" after "ethnic composition:"

"including trends over the past five years"

The following editorial change was made in Mrs. Shannon's motion:

Substitute the following for "b":

"b. mobility rates of students and percentage of students participating in ESOL and receiving free lunch."

The following editorial change was made in Mrs. Shannon's motion:

Delete d. housing patterns.

Add e - student population projections

Mr. Ewing asked that the record show that issues relating to housing should be included in the other factors in the staff analysis.

The following editorial change was made in Mrs. Shannon's motion:

Add "in the last five years" after "Board actions" in e.

The following editorial change was made in Mrs. Shannon's motion:

Substitute the following for "staff will then recommend appropriate actions:"

"Staff will then recommend as to whether action is appropriate and, if so, what action."

Mrs. Praisner assumed the chair.

Resolution No. 827-83

Re: An Amendment to Mrs. Shannon's Proposed Amendment to the QIE Policy



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

Resolved, That Mrs. Shannon's proposed amendment to the QIE policy be amended to add the following after the fourth paragraph:

"Before the Board acts on changes, community and citizen views shall be sought and shall be considered."

Mr. Ewing assumed the chair.

The following editorial change was made in Mrs. Shannon's motion:

Substitute "achieving" for "the goal of" in the fifth paragraph.

Resolution No. 828-83                      Re: An Amendment to Mrs. Shannon's  
Proposed Amendment to the QIE  
Policy

On motion of Mrs. Praisner seconded by Dr. Cronin, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Mrs. Peyser, Mrs. Praisner, and Dr. Shoenberg voting in the affirmative; Mrs. Shannon voting in the negative (Mr. Robertson voting in the affirmative):

Resolved, That Mrs. Shannon's proposed amendment to the QIE policy be amended by substituting the following for her fifth paragraph:

"The Board will consider a variety of approaches to address problems related to achieving the goal of quality integrated education. It will consider the educational program in the school in relation to the needs of its students, the racial and ethnic diversity of the school's student body, and the equity of the potential effects of any action on minority and majority students and on communities."

Re: A Motion by Mrs. Praisner to Amend  
Mrs. Shannon's Proposed Amendment  
to the QIE Policy (FAILED)

A motion by Mrs. Praisner to amend Mrs. Shannon's proposed amendment to the QIE policy by adding "However, a school that is above or below the 20 percentage point variance should not be construed as preventing or compelling Board action on any situation" failed with Mrs. Peyser and Mrs. Praisner voting in the affirmative; Dr. Cronin, Mr. Ewing, Mrs. Shannon, and Dr. Shoenberg voting in the negative (Mr. Robertson voting in the affirmative).

Resolution No. 829-83                      Re: An Amendment to the Proposed  
Policy on Quality Integrated  
Education

On motion of Mrs. Shannon seconded by Dr. Shoenberg, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Mrs. Praisner,

Mrs. Shannon, and Dr. Shoenberg voting in the affirmative; Mrs. Peyser voting in the negative (Mr. Robertson voting in the affirmative):

Resolved, That the following be substituted for the lines beginning "Montgomery County's population: and ending "degree of majority/minority balance:"

Quality education for children cannot be dependent on either racial or ethnic backgrounds or on family, or socioeconomic status. Intensive support is necessary, however, for students whose opportunities have been limited by background or experience. Providing a quality education where there is evidence of educational disadvantage requires additional effort on the part of the school system.

If a school contains a substantial number of students with educational needs as reflected in the recognized measures of student achievement, intensive support, including the allocation of additional resources when needed, must be given to ensure that all students have the opportunity to reach their potential.

To achieve the additional goal of integrated education, whenever a school's student population differs by 20 percentage points or more from the countywide major/minority average, staff shall provide the Board annually with an analysis, the purpose of which shall be to permit the Board to make a determination as to whether action should be taken and, if so, what action to meet the goals and objectives of this policy.

The analysis should include but not be limited to the following data:

- a. student racial and ethnic composition including trends over the past five years.
- b. student body characteristics, i.e., mobility rates of students, percentages of students participating in ESOL, and percentages of students receiving free lunch
- c. test scores and other relevant measures of pupil achievement.
- d. the effects of past Board actions in the last five years on the composition of the student body.
- e. student population projections.

Staff will then recommend as to whether action is appropriate and, if so, what action. Before the Board acts on changes, community and citizen views shall be sought and shall be considered.

The Board will consider a variety of approaches to address problems relating to achieving the goal of quality integrated education. It will consider the educational program in the school in relation to the needs of its students, the racial and ethnic diversity of the school's student body, and the equity of the potential effects of any action on minority and majority students

and on communities.

Measures to address achieving quality integrated education may include program changes, magnet schools, clustering or pairing schools, establishing alternative centers, providing supplementary resources or additional student services, boundary changes, closures and consolidations, and grade level reorganizations.

Some measures the Board may consider may require additional or shifting resources or additional transportation, although the Board will seek to avoid transporting students over long distances.

Re: Adjournment

The president adjourned the meeting at 11:40 p.m.

President

Secretary

WSC:mlw

