

percentages of students participating in ESOL and percentages of students receiving free lunch; and the effects of previous Board actions in the last five years on the composition of the student body.

In addition, analysis should include the following information which would be acquired for each school under the long-range facilities policy: Student racial and ethnic composition including trends over the last five years and student population projections.

* Dr. Shoenberg joined the meeting at this point.

Resolution No. 832-83 Re: An Amendment to the Proposed
Policy on Quality Integrated
Education

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

Resolved, That the proposed policy on quality integrated education be amended to substitute the following for page 3, lines 29-31: The superintendent and staff will identify any schools which need assistance to provide quality integrated education for their students. Recommendations for change which would be part of the budget and the long-range facilities processes will be acted upon by the Board in accordance with those processes. Any additional actions required would be acted upon separately by the Board. Before the Board acts on changes, community views would be sought and would be considered.

Resolution No. 833-83 Re: An Amendment to the Proposed
Policy on Quality Integrated
Education

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

Resolved, That the proposed policy on quality integrated education be amended by deleting lines 20-21 on page 4.

Re: A Motion by Mrs. Shannon to Amend
the Proposed Policy on Quality
Integrated Education
(FAILED)

An amendment by Mrs. Shannon to amend the proposed policy on quality integrated education by adding the following to line 21, page 4, failed with Mr. Ewing voting in the affirmative; Dr. Cronin, Mrs. Praisner, Mrs. Shannon, and Dr. Shoenberg voting in the negative (Mr. Robertson voting in the negative):

Measures designed to achieve quality integrated education must realistically address:

- a) the learning needs of children and the educational program in each school
- b) the reduction of racial and socioeconomic imbalance in the schools
- c) the avoidance of one-way integration, or desegregation
- d) the assurance of the ethnic integrity of all students -- for curricular offerings and extracurricular activities which will recognize the cultural pluralism of the student body.

Resolution No. 834-83 Re: An Amendment to the Proposed
Policy on Quality Integrated
Education

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 deleting lines 8-22 of page 5.

Resolution No. 835-83 Re: An Amendment to the Proposed
Policy on Quality Integrated
Education

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

Resolved, That the proposed policy on quality integrated education be amended by adding the following under Feedback Indicators:
When budget action and long-range facilities plan action have been completed, the superintendent will prepare a report to the Board which summarizes the actions taken on the recommendations made with respect to the goals of this policy.

Resolution No. 836-83 Re: An Amendment to the Proposed
Policy on Quality Integrated
Education

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

Resolved, That the proposed policy on quality integrated education be amended to add the following to Feedback Indicators:
For three years following a major action, the Board shall receive as part of the report an account of the effects of Board action on the school and its community.

Resolution No. 837-83 Re: Policy on Quality Integrated
Education

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

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 following Policy Statement on Quality Integrated Education be adopted:

a policy statement on
QUALITY INTEGRATED EDUCATION

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 student 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 AND PROCESS

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 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. 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.

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.

Quality education for children cannot be dependent on either racial or ethnic backgrounds or on family, or on 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, the staff shall provide the Board annually with an analysis of all schools in which the student population differs by 20 percentage points or more from the countywide majority/minority average. This analysis shall be used by 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 would include a report on the educational program based on but not be limited to the following data:

Test scores and other relevant measures of pupil achievement; student body characteristics, i.e., mobility rates of students, percentages of students participating in ESOL and percentages of students receiving free lunch; and the effects of previous Board actions in the last five years on the composition of the student body.

In addition, analysis should include the following information which would be acquired for each school under the long-range facilities policy: Student racial and ethnic composition including trends over the last five years and student population projections.

The superintendent and staff will identify any schools which need assistance to provide quality integrated education for their students. Recommendations for change which would be part of the budget and the long-range facilities processes will be acted upon by the Board in accordance with those processes. Any additional actions required would be acted upon separately by the Board. Before the Board acts on changes, community views would be sought and would 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 distances².

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 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 county executive of any governmental policies

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

Resolved, That the long-range facilities policy be amended by deleting "Efforts to address these problems, however, were met with public resistance in many cases."

Re: A Motion by Dr. Cronin to Amend
the Policy on Long-range
Educational Facilities (FAILED)

A motion by Dr. Cronin to add "and the potential reuse of the closed school" to the second policy goal failed for lack of a second.

Resolution No. 840-83 Re: An Amendment to the Policy on
Long-range Educational Facilities

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

Resolved, That the long-range facilities policy be amended by adding "to examine the data base for the local school" after "opportunity" in the third goal.

Resolution No. 841-83 Re: An Amendment to the Policy on
Long-range Facilities

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

Resolved, That the long-range facilities policy be amended by adding "to staff" after "alternatives" in the third goal.

Resolution No. 842-83 Re: An Amendment to the Policy on
Long-range Facilities

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

Resolved, That the policy on long-range facilities be amended by inserting the following as the first principle:

"The criteria and guidelines set forth in the process section of this policy will direct the planning and decision-making process on educational facilities."

Resolution No. 843-83 Re: An Amendment to the Policy on
Long-range Facilities

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

Resolved, That the policy on long-range facilities be amended by

moving "joint occupancy" to the end of the sentence in the third principle.

Re: A Motion by Dr. Cronin to Amend
the Policy on Long-range
Facilities (FAILED)

A motion by Dr. Cronin to add "other sources including municipalities" to the second sentence under Process failed with Dr. Cronin and Mr. Ewing voting in the affirmative; Mrs. Praisner, Mrs. Shannon, and Dr. Shoenberg voting in the negative (Mr. Robertson abstaining).

Resolution No. 844-83 Re: An Amendment to the Policy on
Long-range Facilities

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

Resolved, That the superintendent's suggested addition of "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" be deleted.

Resolution No. 845-83 Re: An Amendment to the Policy on
Long-range Facilities

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

Resolved, That the policy on long-range facilities be amended by adding "a five-year history and six-year projections" to the second Process.

Resolution No. 846-83 Re: An Amendment to the Policy on
Long-range Facilities

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

Resolved, That the policy on long-range facilities be amended by adding "(regular, operating, state-rated)" and a footnote to explain these after building capacity in the second Process.

Resolution No. 847-83 Re: An Amendment to the Policy on
Long-range Facilities

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

Resolved, That the policy on long-range facilities be amended by adding "The principal shall review the data with school community representatives" after "principal for review" in the second Process.

Re: A Motion by Dr. Cronin to Amend
the Policy on Long-range
Facilities (FAILED)

A motion by Dr. Cronin to amend the policy on long-range facilities by moving the phrase "relocating area and countywide special programs" after "clustering schools" in the third Process failed with Dr. Cronin and Mrs. Praisner voting in the affirmative; Mr. Ewing and Dr. Shoenberg voting in the negative; Mrs. Shannon abstaining (Mr. Robertson abstaining).

The Board agreed to change "No change may be a recommendation" to "The recommendation may be for no change" in the third Process.

Re: Adjournment

The president adjourned the meeting at 11:35 p.m.

President

Secretary

WSC:mlw