

and

WHEREAS, Low bid is within estimate and sufficient funds are available in Account 125-01 to effect award; now therefore be it

RESOLVED, That a contract for \$19,300,000 be awarded to Glen Construction Company of Virginia, Inc., which indicates acceptance of the base bid to accomplish the requirements of the plans and specifications entitled, "Quince Orchard High School," dated August 1, 1986, prepared by Grimm & Parker, Architects; and be it further

RESOLVED, That the contractor be requested to submit a change order for deletion of stadium lighting (approximately \$60,000).

RESOLUTION NO. 509-86 Re: DAMASCUS HIGH SCHOOL (AREA 3) PARTIAL REROOFING

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

WHEREAS, Sealed bids were received on September 11, 1986, for partially reroofing the Damascus High School, as indicated below:

BIDDER	LUMP SUM
1. J. E. Wood & Sons Co., Inc.	\$141,963
2. R. D. Bean, Inc.	151,599
3. Orndorff & Spaid, Inc.	152,580
4. CMS Roofing & Sheet Metal Co., Inc.	446,226

and

WHEREAS, The low bidder, J. E. Wood & Sons Co., Inc., has performed satisfactorily on other MCPS projects; and

WHEREAS, Low bid is within staff estimate and sufficient funds are available in Account 999-42 to effect award; now therefore be it

RESOLVED, That a contract for \$141,963 be awarded to J. E. Wood & Sons Co., Inc., for partially reroofing at Damascus High School, in accordance with plans and specifications entitled, "Damascus High School Area 3 Partial Reroofing," dated August 27, 1986, prepared by the Department of School Facilities.

RESOLUTION NO. 510-86 Re: DEMOLITION OF NEW HAMPSHIRE ESTATES ELEMENTARY (AREA 1)

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

WHEREAS, Sealed bids were received on September 22, 1986, for the demolition of New Hampshire Estates Elementary School, as indicated

plans and specifications prepared by staff of the Department of School Facilities and Fox Hanna Architects.

Re: BOARD/PRESS/VISITOR CONFERENCE

The following individuals appeared before the Board of Education:

1. Robert Hopkins, candidate for the Board of Education
2. Carol Fanconi, GOLDS Community Round Table

RESOLUTION NO. 512-86 Re: PERSONNEL APPOINTMENTS

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

RESOLVED, That the following personnel appointments be approved:

APPOINTMENT	PRESENT POSITION	AS
Theodore F. Rybka	Chief Program Development and and Operations Branch MSDE Div. of Voc-Tech Ed. Baltimore, MD	Director Dept. of Career and Vocational Education Grade Q Effective: 9-23-86
Frieda K. Lacey	Acting Asst. Supervisor of Special Services Area Admin. Office	Asst. Supervisor of Special Services Area Admin. Office Grade M Effective: 9-23-86
Jose M. Torres	Teacher, ESOL Blair HS	Human Relations Specialist Grade G Effective: 9-23-86

Re: POLICY ON RETURN OF GRADED WORK, K-12

Mrs. Praisner moved and Dr. Floyd seconded the following:

RESOLVED, That the Board of Education adopt the following policy on Return of Graded Work, K-12:

I. PURPOSE

One purpose of this policy is to insure that students have the opportunity to improve academically by learning of their successes and shortcomings reflected in graded tests, papers, and other work. It is a well-established principle supported by research that the reinforcement that results from knowing the accuracy and quality of the work one performs enhances learning. Knowing one has been successful supports the retention of knowledge and skill. Knowing

papers, and reports" in the first sentence of II. A. to read, "All teachers shall routinely return to their students all graded work for reviewing achievement and progress."

RESOLUTION NO. 514-86 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON RETURN OF GRADED WORK

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

RESOLVED, That the proposed policy on return of graded work be amended by substituting "This shall not be construed so as to require teachers to return all quizzes and tests permanently, as specified in B and C below" for "In addition, all such graded work is to be retained by the student except under circumstances described in B and C below" in II. A.

Re: A MOTION BY MR. EWING TO AMEND THE
PROPOSED POLICY ON RETURN OF GRADED
WORK (FAILED)

A motion by Mr. Ewing to amend the proposed policy on return of graded work by deleting "and other major exams" in II. B. failed with Mr. Ewing, Dr. Floyd, and (Mr. Steinberg) voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mrs. Praisner, Dr. Shoenberg, and Mrs. Slye voting in the negative.

Re: A MOTION BY MR. EWING TO AMEND THE
PROPOSED POLICY ON RETURN OF GRADED
WORK

Mr. Ewing moved and Dr. Shoenberg seconded that the proposed policy on return of graded work be amended by adding "at home" to II. D. to read, "Upon request by individual parents, the teacher will provide a reasonable opportunity for parents to examine and review at home any graded work retained in accordance with B and C above."

Re: A SUBSTITUTE MOTION TO AMEND THE
PROPOSED POLICY ON RETURN OF GRADED
WORK

Mrs. Praisner moved and Mrs. DiFonzo seconded that the following be a substitute to Mr. Ewing's motion:

RESOLVED, That the proposed policy on return of graded work be amended by substituting "Upon request by individual parents, teachers will make available to the parent tests and quizzes given during the course of the semester so that parents can review student progress and work at home. This shall not be construed so as to require teachers to provide parents with copies of tests or quizzes that they may keep permanently." for II.D.

Mr. Ewing asked that the question be divided.

RESOLUTION NO. 515-86 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON RETURN OF GRADED WORK

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

RESOLVED, That the proposed resolution on return of graded work be amended to substitute "Upon request by individual parents, teachers will make available to the parent tests and quizzes given during the course of the semester so that parents can review student progress and work at home." for II. D.

Re: A SUBSTITUTE MOTION BY MRS. PRAISNER
TO AMEND THE PROPOSED POLICY ON
RETURN OF GRADED WORK (FAILED)

A motion by Mrs. Praisner to amend the proposed policy on return of graded work by adding "This shall not be construed so as to require teachers to provide parents with copies of tests or quizzes that they may keep permanently" to II. D. failed with Dr. Cronin, Mrs. DiFonzo, and Mrs. Praisner voting in the affirmative; Mr. Ewing, Dr. Floyd, Dr. Shoenberg, Mrs. Slye, and (Mr. Steinberg) voting in the negative.

RESOLUTION NO. 516-86 Re: POLICY ON RETURN OF GRADED WORK, K-12

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Floyd, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Dr. Floyd, Mrs. Praisner, Dr. Shoenberg, and Mrs. Slye voting in the affirmative; Mr. Ewing and (Mr. Steinberg) voting in the negative:

RESOLVED, That the Board of Education adopt the following policy on Return of Graded Work, K-12:

I. PURPOSE

One purpose of this policy is to insure that students have the opportunity to improve academically by learning of their successes and shortcomings reflected in graded tests, papers, and other work. It is a well-established principle supported by research that the reinforcement that results from knowing the accuracy and quality of the work one performs enhances learning. Knowing one has been successful supports the retention of knowledge and skill. Knowing one has not been successful provides the opportunity for improvement.

A second purpose is to encourage parents to perform an active and constructive role in the education of their children. Reviewing the student's graded tests and other work provides parents a frequent occasion to demonstrate to the child that they are interested in his or her education and provides the opportunity for a parent to assist with improving the student's knowledge and skill. This regular, even frequent, display of interest and

assistance by parents can have a positive influence on the student's motivation and effort in school.

Both of these objectives are served by returning graded work to students as soon as it is feasible. It allows students to retain graded work for their own later review and to take work home to share with their parents. This should be the prevailing practice concerning graded work, with exceptions made only for good reason.

II. PROCESS AND CONTENT

A. All teachers shall routinely return to their students all graded work for reviewing achievement and progress. When tests are computer scored or have answer sheets separate from test questions, students shall have an opportunity to review their answers with test questions in hand. This shall not be construed so as to require teachers to return all quizzes and tests permanently as specified in B and C below. Students are to be urged to take home graded work that is retained and to share it with their parents.

B. Secondary school final exams and other major exams, after student review in class, may be retained by the teacher if the questions are needed for future test construction and, therefore, there is the need to maintain security of test items.

C. These general requirements should not be interpreted to prevent a teacher from temporarily retaining graded work for review with parents, as is a common practice in elementary schools, nor to prevent teachers from temporarily retaining selected work for portfolio entry, as is the practice in some classes such as art and English.

D. Upon request by individual parents, teachers will make available to the parent tests and quizzes given during the course of the semester so that parents can review student progress and work at home.

E. At the beginning of each school year, the superintendent shall direct principals to inform staff, parents, and students of this policy and its application.

III. REVIEW AND REPORTING

The superintendent will report on the implementation of this policy as requested by the Board of Education.

Re: FEASIBILITY STUDY FOR RECREATIONAL SUMMER CAMPING EXPERIENCES

Dr. Cronin noted that this was to be a brief discussion because this item would be coming back to the Board. Dr. Cody replied that they had in mind a recreational summer experience for handicapped students. They developed models and looked at what was already available. He reported that some staff were surprised at the variety of programs available. Before they developed a specific recommendation, they had to check with the parents of the 566 orthopedically, auditorially, and visually handicapped students. Mrs. DiFonzo commented that while she was disappointed that there was no recommendation at this time, she did think staff had prepared a good paper. She asked that the Board instruct the superintendent to go ahead with next steps. Mr. Ewing asked about the willingness of the Recreation Department to do the proposed survey, and Dr. Hiawatha Fountain, associate superintendent,

explained that if the Recreation Department did not want to do the survey, MCPS would do it.

Mrs. Praisner asked how they would publicize the programs that were currently available, and Dr. Fountain replied that all parents would get letters about programs. Mrs. Praisner agreed that this was an excellent report which clearly identified the implications before decisions could be made about the options.

Re: ANNUAL DRUG/ALCOHOL REPORT

Dr. Cronin pointed out that a press conference had been held in the afternoon, and he had seen Dr. Richard Towers on television and complimented him on his presentation.

Dr. Cody reported that their program had four phases. Their concern about drug abuse had been persistent and long-term. This led a number of years ago to the development of a comprehensive program. Last summer staff took a look at the overall program, and for the first time they had included in the report a much more thorough review of the program.

Dr. Cody stated that the discipline policy of the Board concerning action taken when students were in possession of or under the influence of drugs was clear-cut. These students are to be suspended and reported to the police. He said that this practice was not uniform in many school systems across the county. He did not think principals needed any more authority because the discipline policy of the Board of Education was clear.

Dr. Cody said that the second part was the education program for students, and his review led him to conclude the curriculum was well planned. They would be taking a look at it again in the fall, but he did not expect any major revisions. He stated that the third item was the education of the staff. There was a large scale orientation of the school system staff several years ago. As they saw the suspensions for drug abuse going down, they thought things were going well. They had concluded they needed to go back and revisit that process. This year they would start with administrative and supervisory staff and go on to the rest of the teaching staff in the school system. He thought this could be supported within the budget.

Dr. Cody said that the fourth part was support, rehabilitation and treatment. He reported that in half the school clusters they had school community action teams. This year they had plans to retrain two action teams and add two teams. He noted that the "Students Helping Other People" program required some funds for training and was in about half of the high schools. He was convinced that that type of peer activity was very effective. He explained that the major thrust was to expand and accelerate the education of professional staff, expand the school/community action teams, and expand the peer support groups.

Dr. Pitt stated that from the historical perspective, long before the current concern about drugs, the Montgomery County Board of Education and staff were very concerned about this issue. He called attention to the Board's policy which was a strong and good one, but he said it did not take away from the need to continually emphasize this and do more.

Dr. Towers commented that they had a very good program but certainly could and should do more. He pointed out that there was an increase this year in suspensions. He reported that the national trend on drug use levelled off in 1985, but some areas were starting to show an increase such as cocaine. He said that the number of suspensions came out to 3/10's of one percent of the students. However, this was not the whole picture because there were more kids doing drugs in the county than represented by those suspended from school. He said that every two years the State of Maryland had been taking a survey, but he understood that the state might be short of funds for the survey and MCPS might have to do the survey themselves. He noted that in 1984 there was a decline, which was down from 1982, which was down from 1980 except for eighth graders. At this point they decided they needed to do more at the junior high and upper elementary levels, and two years later the eighth grade figure came down.

Dr. Towers stated that they did not have the next piece of the trend. The arrest records for alcohol abuse were inconclusive, and in checking with Phoenix, Second Genesis, and PACT they were seeing uses of cocaine, marijuana, and alcohol. They had not seen a lot of crack yet, but the staff at Second Genesis thought they would be seeing more of this. He remarked that the programs in terms of working with the community and parents had been a hallmark of the Board's policy, but it was a problem that should not be handled exclusively by the schools. He said they were now seeing the student movement starting to take off, and Ed Masood had been working with SADD and SHOP. He said that no one of those approaches by itself was necessarily going to do the job. He felt that it had to be an eclectic approach. He said that they did not have hard scientific data about the school/community action teams, but this program had been cited by the Maryland State Bar Association. In addition, people working in the schools had said that this approach appeared to be effective.

Dr. Towers remarked that their curriculum remained a bulwark of their prevention efforts. Intervention, once the youngster used drugs, was an important area as well. They had a good relationship with the Health Department and PACT. This gave them a formal assessment regarding the extent of the problem and what referrals needed to be made. There were fortunate to have their own treatment programs within the county. The Phoenix program had been very effective with a rate of 70-75 for no relapse after students completed the program. They had Second Genesis which was a residential program, and the Other Way which was another day program. In addition, there were private organizations available.

Dr. Hiawatha Fountain, associate superintendent, reported that Dr. Towers had been requested by the National Education Association to write a booklet on drug abuse prevention efforts.

Mr. Masood said that in regard to curriculum, in 1978-79 they worked on curriculum with the Police/Student Task Force on Drug Abuse and other organizations. As a result of this work, they had established the CARE Center which was an interagency operation. In 1984 they revised the health program and made "alcohol, tobacco and other drugs" a significant part of the health curriculum, grades K-12. Last year they had requested funding to support the expansion of Project SMART which had been highly successful in three junior high schools, and they would resubmit this request for FY 1988. They would also request funds for staff training to upgrade the Grade 7 unit on alcohol, tobacco and drugs. He was concerned that they not go off into the singular focus approach to deal with the problems of adolescence and concentrate on alcohol and drugs while forgetting about the other issues of depression, coping skills, and alternative skills.

Mrs. DiFonzo commented that she had a negative reaction to the remarks Mrs. Fanconi had made at the Board/Press/Visitor Conference when she said her group had been at this for eight months and essentially nothing had been done. Mrs. DiFonzo noted that she had been on the Police/Student Task Force on Alcohol and Drug Abuse back in the late 1970's. Out of the results of that task force had come a number of recommendations which were implemented across the county. For example, the CARE Center was a pulling together in one centralized location of the services available for drug abusing youngsters. The Parent Pride groups were established, and the seventh-eighth grade health curriculum was amended substantially to include units on decision-making and resisting peer pressure. Out of that came the need for the Phoenix II program. There were curriculum changes at the elementary level, and student training programs were established.

Mrs. DiFonzo commented that the report before the Board was not a knee-jerk reaction to recent headlines talking about drug abuse in the schools. She said there were drug abusers in the schools and there had been for as long as there had been drugs. Drug use by students was a reflection of society as a whole; it was not a reflection on MCPS. She pointed out that MCPS had been making efforts regarding drug abuse for a decade and a half, witness the 1970 date on the drug abuse policy. She objected in the strongest possible terms to the insinuation being made that MCPS had not been doing anything because they had been doing something and could document it. She said they were not going to solve the problem, but with the cooperation of society and parents and students, they could try to deal with the problem.

Dr. Cronin suggested that Mrs. DiFonzo's statement be a major statement of the Board of Education to the community. It was a long term, on-going commitment of the school system.

Mr. Ewing suggested that they had a classic case of some people saying the glass was half full while others were convinced it was half empty. He said that while he was not an expert in this field, he had spent ten years of his professional life looking at drug abuse programs. He remarked that it was a pretense to believe they knew what they were able to accomplish in any kind of reliable way because the data were unreliable as to numbers of arrests and the extent of the problem. Therefore, people did what seemed sensible and mounted multi-pronged efforts because they had no idea of which was more likely to work than any of the others. Mr. Ewing said this was not meant as a criticism of what they were doing. They did not have good data about which of the treatment programs worked best for which target population. The same was true of police data and the data on the effect of the MCPS curriculum.

Mr. Ewing said that MCPS did a lot in this field, and they did it well; however, what happened was that it became partial and never realized its full potential. Therefore, they had programs in some schools and not in others. The same thing was true about working with the policy because from year to year they changed the nature and extent of their role because their resources and priorities had shifted.

Mr. Ewing recalled that when he had made the motion to have this discussion he had requested a fuller review of the present status of efforts of other government and private agencies to see how well they were working with other agencies. The Board did not have that information except partially. He asked what they could do to get a better picture of the overall strategy which Montgomery County as a whole was pursuing. This made a difference in terms of what he was willing to support in the schools and in the MCPS budget. He was sympathetic to their being positive about what they were doing, but he pointed out that the gaps in the program were immense. He did not have a sense from the report that there was as much concern reflected in it as they saw reflected in the community at present. He asked for the superintendent's view of the larger picture regarding the rest of the county and the issue of the extent to which they felt comfortable with what they were doing at the moment.

Dr. Cronin suggested that on a future agenda they ask county health authorities, appropriate agencies, and so on to come in and talk about their programs. He also suggested a short executive session with the police to talk about their efforts.

Dr. Cody remarked that the staff report was an important one because of the overview. He thought consideration needed to be given to expanding the community action teams and SHOP programs all at once. He thought staff training could be done within the budget, but if not it would become part of the budget planning. He said that the actual budget might include more than what had been listed in the paper. Mrs. Slye commented that she had a hard time getting a firm handle on the extent of the problem. What was lacking was an analysis of the relationship between the population

and the percentage of incidents and how that had changed over time.

If the incident rate was up and the student population rate was up, that didn't necessarily tell them anything. It was the relationship between the two that they needed to look at. She asked that this information be made available to the public, and she asked that this be separated for drug and alcohol incidents. She had a sense that they needed some real trend analysis particularly with regard to first use or first contact. She had had a lot of children in the schools over a period of time, and she knew that children were coming home at a younger and younger age having been exposed to their first opportunity to take a stand on this issue. She suggested they needed a trend analysis about the increase in alcohol use and the differences in the eighth grade pattern and how far down did the curriculum go.

Dr. Shoenberg remarked that as an educational system they had an article of faith that more education will always be more beneficial.

Over the history of humankind, finding out more and more about alcohol and more recently about drugs would suggest to them that education had its limits. It did because human beings had a marvelous capacity for seeing the better and doing the worse. Teenagers had a lot of things including galloping hormones that got in the way of their exercising good judgment. He agreed with Mr. Ewing that they didn't have any way of knowing how much good education did. They did not know who they had prevented from doing something. The thing they could know something about was how successful they were with their treatment efforts. As a school system, they were a leader as small as those efforts were in terms of the number of students treated. However, it was expensive to treat people once they were hooked on drugs to stop using them. It might be that experience was the best teacher in this regard, and as unattractive as it might seem they stood a better chance of getting at people once they had experienced drugs. Dr. Shoenberg stated that he would like to see them put more effort into rehabilitation practices. This did not mean they should not continue to work on educational efforts, on intervention efforts, and on prevention efforts. He thought that the need to rehabilitate would be with them for a very long time. He said they could use the people who had been rehabilitated to try and educate others.

Mrs. Praisner said that Dr. Shoenberg, Mrs. DiFonzo, and Mr. Ewing had said much of what she was going to say. Like Mrs. DiFonzo, she had been involved in this issue long before she became a member of the Board. She agreed with Mr. Ewing that they did not know what was working and how they could sustain that support through the ebbs and flows of public interest in this issue. One of the concerns she had was that the success of many projects they were involved in was contingent upon continued community involvement. She thought that the CARE Center and some other county efforts were helping, but it still took a lot of energy and resources to sustain that momentum over a period where drug issues were not necessarily

on the front page. She requested information on the county budget per se in support of the CARE Center, PACT II, support within the health department, etc. She would like to see trends on that support. She was interested in the whole issue of the juvenile court and support for some of the things that MCPS was doing.

Mrs. Praisner reminded them that support for students who were at risk was not necessarily support for a "drug" program. It was also support for things like peer counseling and for alternative programs.

She suggested that when they packaged the reasons why they wanted those programs they highlight this. They should focus the attention of the Council on support for staff people to work with students how had behavioral problems.

Mr. Steinberg stated that a lot of talk was occurring but not a lot of action, not in terms of the program but in terms of student involvement. He said that student involvement was excellent and should be continued, but he thought there had to be a shift in the focus of what kind of student involvement they were getting. He said that the students who had not been involved with drugs were not going to be the students who would implement peer pressure on the students who were taking these drugs. He said they had to stop the congratulations and address the gaps. He thought that one of the major gaps was that it was very unproportioned. There needed to be more student involvement, not committees. They needed rare facts from the students involved. If students wanted drugs, they would get drugs. But there were things that could be done to stop this. The data was not reliable. He suggested they had to ask students off the record beyond the committees and beyond the SADD.

Mr. Steinberg suggested that a big shift in focus had to be made in the entire structure of what the educational system was doing to act as a catalyst for the students taking drugs. The students were facing pressures from a society imposing materialistic goals that were set already and given to students. They had to attack what they had in this country before it happened, which meant attacking the structure that indirectly forced students to choose drugs as an alternative.

Dr. Floyd stated that a comment had been made earlier about the rate of students involved which was three/tenths of one percent. On first blush, the number was very small, but even at that very meager magnitude those few were still their children. They had to be saved and worked with just as all of the rest. The one they saved might just turn out to be a Jonas Salk or George Washington Carver. As they approached the question about next steps, he said they needed to keep in mind the child saved might be their own.

Dr. Cronin stated that they had to depend on the administrative skills of staff to continue to push this and go outside and involve the community. They had to see what could be done in the next budget. He thought they must see a rapid move toward having that

one office identified that would coordinate the effort and articulate what the goals were. He said that budget and focus were important commitments they had to make.

Mr. Masood reported that about four or six years ago they had a joint presentation with the Board of Education, superintendent, county executive, and County Council on this issue. All of the county leadership was able to listen to all the interagency activities. He suggested this might be something they wanted to pursue. He said that in their executive session they might wish to invite the chairpersons of county committees on alcohol and drug abuse. He reported that while attending a meeting of the Alcohol Advisory Council it was brought to his attention that Montgomery County which had a tremendous number of alcoholics had a budget of about \$3.5 million, while the District of Columbia had \$22 million and Fairfax had \$24 million. He suggested that they look at funding at the county government level.

RESOLUTION 517-86 Re: REVISED POLICIES FROM SECTIONS I AND J

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Floyd, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Dr. Floyd, Mrs. Praisner, Dr. Shoenberg, and (Mr. Steinberg) voting in the affirmative; Mrs. DiFonzo and Mrs. Slye being temporarily absent:

WHEREAS, The Board of Education reviewed and categorized all of the policies in Sections I and J of the POLICIES AND REGULATIONS HANDBOOK on June 12, 1986; and

WHEREAS, Two of the categories required further staff work and discussion before the Board could complete its actions; and

WHEREAS, Staff have now reformatted all of the policies which the Board identified to be retained in the handbook; and

WHEREAS, The superintendent has recommended action regarding six other policies which were under discussion; now therefore be it

RESOLVED, That the following 22 policies, which were reformatted without content change, be accepted by the Board of Education for publication in the POLICIES AND REGULATIONS HANDBOOK:

IAA Related Entries: AEA, ACB

Values Education

A. Purpose

To endorse the character and citizenship objectives as set by the Values Education Commission (Exhibit IAA-EA).

B. Process and Content

1. The objectives as noted in Exhibit IAA-EA are adopted as guidelines for student and staff behavior and curriculum development in the Montgomery County Public Schools.
2. Copies of these guidelines shall be distributed to

all principals who will see that all teachers are informed of these guidelines.

3. The superintendent shall recommend any changes to the PROGRAM OF STUDIES which may be necessary to include these character and citizenship objectives in the instructional program.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution Nos. 48-82, 49-82, 50-82, and 52-82, January 12, 1982, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

IFB Related Entries: ABA, CEB-RA, IFB-RA, IIB, IIB-RA
Citizen Review of Curricular and Instructional Materials

A. Purpose

To provide an opportunity for citizens to examine curriculum materials in use or proposed for Board of Education adoption and to make available to the public the textbooks now in use in the schools and those that have been recommended by the superintendent for adoption.

B. Process and Content

1. Curriculum materials in the process of development shall be released only to MCPS-authorized task forces or committees with the understanding that such unapproved and uncopyrighted materials shall not be further duplicated.
2. Newly developed curriculum documents shall be presented to the Board of Education for consideration approximately one month prior to the date on which approval will be sought, and the superintendent of schools may extend this period to allow further time for citizen reaction to curriculum documents dealing with sensitive topics.
3. Citizen review of proposed curriculum documents shall be provided at the Carver Educational Services Center and at such additional centers in the county as may be deemed appropriate by the superintendent.
4. At the recommendation of the superintendent of schools, information sessions, public hearings, or other mechanisms shall be instituted to inform citizens about instructional programs and to solicit their reactions to them.
5. There shall be assembled in one place in the Carver Educational Services Center at least one copy of all textbooks as well as classified lists of supplementary books and visual aids in use in the schools or proposed by the superintendent for future use.
6. All textbooks, supplementary books, and visual aids shall be available to the public during normal office hours for perusal on the premises only.

C. Review and Reporting

This policy will be reviewed every three years as part of the Board of Education Policy review process.

Resolution 31-54, February 9, 1954. Resolution No. 400-73, June 18, 1973, amended and reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

IGA Related Entries: IED

High School Core Courses

A. Purpose

To provide a core of courses to be available to each senior high school student.

B. Process and Content

1. The Basic Core of Courses will be comprised of Category 1 and Category 2 courses.
 - a) Category 1 courses shall be offered and given in each senior high school regardless of course enrollment. However, when the enrollment in Category 1 classes is smaller than 15 they may be offered and given in alternate years or in combined classes.
 - b) Category 2 courses shall be offered and given in senior high schools when the enrollment in that course is 15 or more students. However, if budget and staffing permit, they may be given for fewer than 15 students.
2. Descriptions for Category 1 and Category 2 courses shall be available to students prior to registration.
3. The categorical status of each course shall be identified in the course listings available to students.
4. The superintendent will list the core courses annually in the MCPS COURSE BULLETIN, and appropriate revisions in the list will be made when the Board of Education amends the PROGRAM OF STUDIES.

C. Review and Reporting

1. Periodically the superintendent will review Category 3 course offerings and recommend to the Board which ones should be eliminated because they are no longer timely or are of lesser value to students.
2. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 67-81, January 13, 1974, amended and reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution xxx-xx, (date).

IGN Related Entries: IGO, IGO-RA, IGO-EA, IJA-RA

Drug/Alcohol Abuse

A. Purpose

To establish a collaborative effort of groups of students, parents, educators, and interested students to plan and

implement educational, recreational, vocational, and remedial programs to combat drug and alcohol abuse through:

1. Efforts on the part of school staff, parents, and students cooperatively working together to enlarge the range of school-community resources and programs available to youth that meet their developmental needs
2. Effective counseling programs for students and programs in instruction on the nature of drugs/alcohol appropriate to grade and age levels
3. Cooperative programs with other local, state, and national agencies with respect to prevention, treatment, rehabilitation, and law enforcement
4. Procedures and regulations to minimize opportunities for the use, sale, or distribution of drugs/alcohol on school property including possession of drugs/alcohol

B. Process and Content

1. Parent and Community Involvement

The primary objective of the school system will be to achieve total cooperation with the home and community in combatting drug/alcohol abuse. Establishing an educational and social climate that will remove the root causes for using drugs/alcohol is a responsibility shared by the school system, parents, and citizens. A sense of community can be fostered through increased understanding on the part of adults of the problems faced by youth in today's society, and collaborative efforts on the part of students, schools and citizens to enhance the opportunities for young people for the kinds of constructive activities -- vocational, recreational, educational and remedial -- that provide more satisfactions than drugs/alcohol. The school system will make available to parents and other citizens materials on the schools' approach to drug/alcohol abuse education and information on drug/alcohol abuse and drug/alcohol-related problems.

2. Educational and Counseling Programs

The schools have the opportunity to work with young people against drug/alcohol abuse through educational and counseling programs. They share with parents an obligation to help each student develop a positive self-concept, a respect for his/her physical being, and an insight into the importance of health to full self-realization. As students, educators, and parents work together toward this goal, it will measurably contribute toward creating a climate that is not conducive to drug/alcohol use. Every effort will be made by educators to create an atmosphere in which young people develop a knowledge base, confidence, and trust that encourages them to seek help in overcoming problems involving drug/alcohol use. The active involvement of students is essential to the schools' efforts to deal with drug/alcohol abuse. Students will have the opportunity and responsibility for participating in the development,

implementation, and evaluation of courses and programs in drug/alcohol abuse education and prevention.

On a continuing basis, the schools will provide a curriculum, Kindergarten through Grade 12, on the nature of drugs/alcohol and the dangers and the legal implications involved in their abuse, with specific provisions for relating these topics to relevant courses of study in physical and biological sciences, social studies, and health education. The educational program will be subject to modifications as additional data and more effective teaching techniques become available. Programs will be provided for the school staff to make them aware of the scope of the drug/alcohol problems as related to our schools, community, and society; to provide knowledge of laws relating to drug/alcohol abuse and legal penalties for violation of the law; and to familiarize them with available, reliable community resources related to information and services. Those who teach units in drug/alcohol education will be specifically trained for that responsibility.

State legislation encourages students to consult with educators for help on drug/alcohol abuse problems. The law affords protection to the student who seeks information or counseling on how to overcome drug/alcohol abuse problems.

The educator at the earliest appropriate time should discuss with the student parental involvement, as well as the availability of other resources. If in the judgment of the educator the mental or physical health of the child is immediately and dangerously threatened by his drug/alcohol use, the parents and school health officer should be notified so that appropriate medical action may be taken.

3. Cooperative Programs with Other Agencies

Drug/alcohol abuse is of direct concern to many agencies of government and other public and private institutions. The school system will cooperate with other agencies and with the private and parochial schools to encourage educational programs related to drug/alcohol abuse.

Although there is no doubt that there are potentially debilitating effects on the individual who uses drugs/alcohol, the scientific community does not agree on the specific levels of risk. Elimination of the sources of illegal drugs/alcohol, detection and treatment of drug/alcohol abuse, and effective law enforcement require the cooperation of many agencies and branches of government.

The school system will take the initiative to assure that it has the available scientific data and research results relating to the basic causes of drug/alcohol abuse and

that it knows the effects of educational programs in other schools and agencies. The school system will maintain

liaison with rehabilitation, treatment, judicial, law enforcement, and legislative agencies to help assure that the total community capability is brought to bear on the elimination of the drug/alcohol abuse problem.

4. Guidelines for Administrative Procedures and Regulations

The school system's primary business is education. The educational climate must permit discussion of controversial topics without threat of punitive action, unless there is positive evidence of violation of the law. Some students, on occasion, will make errors in judgment which the schools can convert to meaningful learning experiences through competent counseling and with assistance from parents and/or other agencies.

At the same time, the schools are responsible for maintaining an environment that precludes the introduction of illegal activities by unscrupulous persons who would use a school for access to a large number of young, inquisitive, energetic people. The community rightfully expects the schools to exercise this responsibility with diligence.

The law regarding drug/alcohol abuse is clear and penalties are provided for conviction of violators. Members of the school community are subject to these laws on school grounds as well as off, and school personnel have the same responsibility as every other citizen to uphold the law.

State law provides protection for information received or observations made by educators only during a drug/alcohol counseling/student-information session. All incidents concerning possession, use, or distribution of illegal drugs/alcohol on school grounds will be reported to the principal. If the principal finds violations of the law, the principal will report this to the parents or guardian of the student and to appropriate law enforcement authorities. Students who distribute, possess, or use drugs/alcohol on school property will be suspended or expelled, subject to the same review procedures as those used in any other disciplinary action.

When an educator comes into possession of drugs or alcohol, the material will be turned over to the principal who will contact the appropriate law enforcement agency.

When drugs or alcohol are in the possession of an educator, the following steps will be taken: The substance should be placed in an envelope or other container and labeled with the date, time, and how obtained. The student's name should

not be indicated when a suspected drug/alcohol is acquired by an educator during a counseling/information-seeking conference. In all other instances where an educator comes into possession of drugs or alcohol, the individual's name should be noted.

In the general classroom situation, teachers should not attempt to diagnose symptoms of drug/alcohol abuse. Since it is difficult to determine such symptoms, it is

suggested that, if a student seems incapable of functioning properly in class, that student should be sent to the school health facility where school health referral procedures should be followed.

Teachers and all other employees of the school system are expected to convey by their actions, deeds, and teachings that they do not in any way encourage or condone drug/alcohol abuse by students. Any proven illegal action relating to drugs/alcohol by any school system employee continues to be grounds for immediate dismissal. Publications and other printed matter which advocate the illegal use of drugs/alcohol are prohibited from distribution on school property.

Visitors to schools are expected to register first with the school office. Persons found to be engaged or advocating illegal activity while on school property will be reported by the principal to law enforcement authorities.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 332-70, June 9, 1970, amended by Resolution No. 294-73, April 30, 1973, reaffirmed by Resolution 652-83, July 25, 1983, amended by Resolution 709-83, August 9, 1983, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

IHA Related Entries: IED
Independent Study

A. Purpose

To encourage independent study programs in high schools.

B. Process and Content

1. Students and faculties are to be informed that the Board of Education encourages independent study programs.
2. Such independent study programs may be provided in high schools to the extent annual staffing allocations and program development permit.
3. The superintendent is to develop guidelines for the implementation and evaluation of independent study programs.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 334-70, June 9, 1970, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

IIB Related Entries: AEA, EDA-RA, EDB-RA, IIB-RA

Evaluation and Selection

A. Purpose

That the primary function of a school media program is to provide materials which support the curriculum and meet the individual needs of students as identified by the Goals of Education of Montgomery County public schools and in accordance with Article 7-106 of the Public School Laws of Maryland.

B. Process and Content

1. Instructional materials will be evaluated and selected by the professional staff to assure support for the curriculum as described in the PROGRAM OF STUDIES.
2. The responsibility for coordinating the process of evaluating and selecting instructional materials is assigned by the superintendent of schools to the Department of Instructional Resources.
3. Textbooks, videotapes, and films will be evaluated by committees consisting of teachers, media specialists, and the supervisor of each subject area.
4. Library materials will be evaluated according to specified procedures by professional staff members in individual schools.
5. The Department of Instructional Resources will maintain a comprehensive file of evaluation decisions for all materials and check all materials ordered against this file.
6. A procedure will exist for citizens to request a reevaluation of any instructional materials being used in the Montgomery County Public Schools.
7. A handbook of procedures for implementing the evaluation and selection process will be maintained and available for staff and citizen review.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 33-74, January 21, 1974, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

IKB Related Entries: IEA, IKB-RA
Homework

A. Purpose

To reaffirm that homework is considered beneficial and important in a student's overall program.

B. Process and Content

1. The instructional plan for each school should address the way in which the school and each teacher will make appropriate use of homework in carrying out the school's responsibility to assure that each child receives a thorough and systematic grounding in basic skills.
2. Parents and students are to be informed each September (and additionally in February in secondary schools) of the county, school, and classroom homework policy.
3. Homework assignments are to relate directly to

- instructional objectives.
4. Homework assignments should account for individual differences among students.
 5. In Grades K-8 homework should be assigned three to five times a week and should be considered the rule rather than the exception to daily activity.
 6. Homework activities should include opportunities for concept and skill development through review and enrichment experiences. Activities involving aesthetic appreciation or expression and use of community and natural resources shall also be valid homework assignments.
 7. Completed homework assignments are to be reviewed by the teacher (or a designee) and appropriate instructional follow-up shall occur.
 8. Homework should not be assigned on designated religious holidays when students are absent because of religious observances.
 9. Homework can be made up with teacher assistance where necessary when the pupil is absent because of other school-related activities.
 10. Homework procedures are to be monitored in accordance with administrative regulation.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 769-77, November 8, 1977, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

IKC Related Entries: IKC-RA

Weighted Rank in Class

A. Purpose

To establish a weighted ranking system that may provide better and more accurate information to postsecondary institutions regarding students' accomplishments and may encourage students to select more difficult courses.

B. Process and Content

1. Weighted rank in class shall be calculated for students at the end of their junior year and at the end of the first semester of their senior year beginning with the class of 1987.
2. For the class of 1987 and 1988, weighted rank will only apply to courses to be enrolled in after the adoption of this policy and will not be retroactive.
3. Weighted rank in class will be calculated by adding one quality point to an A or B grade for all courses designated in the honors program.
4. Weighted rank, as well as the grade point average without weighting grades, will be provided to students, principals, and colleges and universities.

C. Review and Reporting

This policy will be reviewed every three years in accordance

with the Board of Education policy review process.

Resolution 211-85, April 9, 1985, amended by Resolution 68-86 ,
January 27, 1986, reformatted in accordance with Resolution 333-86,
June 12, 1986, and Resolution 458-86, August 12, 1986, accepted by
Resolution No. xxx-xx, (date)

IOG Related Entries: EHA, IOB
Child Find

A. Purpose

To implement Public Law 94-142 with respect to identifying
pre-school children in need of special education and related
services.

B. Process and Content

1. The school system will locate and evaluate children
residing in the county suspected by parent, school, or
other responsible source of being handicapped, whether
enrolled in public, private, or parochial schools.
2. The public school system will provide educational
diagnostic services for those children, age birth to 20
years, who are handicapped.
3. Other agencies related to Child Find are also urged to
provide diagnostic services for these children.

C. Review and Reporting

This policy will be reviewed every three years as part of the
Board of Education policy review process.

Resolution No. 241-78, March 28, 1978, reformatted in accordance
with Resolution No. 33-86, June 12, 1986, and Resolution No.
458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

IPB Related Entries: IPC, IPD, IPD-RA, IPD-RB

Out-of-classroom Enrichment Program

A. Purpose

To affirm that school-sponsored out-of-classroom learning
activities can make a substantial contribution to the
educational experience of the public school student and to
encourage the development of such activities.

B. Process and Content

1. The superintendent shall develop and implement enrichment
programs for students which will provide opportunities for
first hand experiences and relationships between these
students and people and cultures within the United States
and abroad.
2. The superintendent shall include as part of these
enrichment programs such out-of-classroom activities which
will make a positive contribution to the development of
the student.

C. Review and Reporting

This policy will be reviewed every three years in accordance
with the Board of Education policy review process.

Resolution No. 349-68, June 11, 1968, reformatted in accordance
with Resolution 333-86, June 12, 1986, and Resolution No. 458-86,

August 12, 1986, accepted by Resolution No. xxx-xx, (date).

ISA Related Entries: ISA-RA, ISA-RB, ISA-EA, ISA-EB
High School Graduation Requirements and
Waiver of Four Year Enrollment
Requirement for Graduation

A. Purpose

To implement the State Graduation Requirements as stated in Exhibit ISA-EA and set forth the additional requirements for students in Grades 9-12 in Montgomery County.

B. Process and Content

1. All students graduating in 1987 or 1988 must earn 20 credits. Beginning with the graduating class of 1989, students must earn 22 credits to graduate.
2. Students may earn credits toward graduation through college courses or courses offered by approved public and nonpublic institutions in or outside Maryland.
3. Students entering Grade 9 in MCPS with marked deficiencies in basic skills of reading, writing, practical mathematics, and citizenship shall be provided appropriate instruction in Grades 9-12 until becoming proficient in the basic skills as demonstrated by passing the Maryland Functional tests.
4. The Montgomery County graduation requirement for physical education is three semesters in Grades 9-12 or two semesters of physical education and two semesters of physical activity in Grades 9-12.
5. In accordance with state requirements, students may request a waiver of the full-time and/or four-year enrollment requirement. When this occurs, the following guidelines must be implemented:
 - a) The student and his parent (guardian) are to receive appropriate counseling either prior to or following their formal written request for the waiver of the full-time and/or four-year enrollment requirements.
 - b) A request for waiver of the full-time and/or four-year enrollment must be submitted by the student and his parent (or guardian) in writing to the principal at least one full semester prior to the enrollment of the student in a specific course or program.
 - c) The principal will establish an AD HOC faculty committee to review the waiver request and make recommendations concerning it to the principal; the principal will approve or disapprove the request and submit the materials relating to it to the area associate superintendent for review and final approval or disapproval; and further appeal from a negative response may be made to the superintendent.
 - d) The area associate superintendent will submit a quarterly report of waiver approvals and disapprovals to the deputy superintendent and to the superintendent of schools.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 569-71, September 27, 1971 amended by Resolution No. 854-75, December 22, 1975, amended by Resolution No. 339-80, May 27, 1980, amended by Resolution No. 605-84, November 26, 1984, amended by Resolution No. 339-85, July 9, 1985, amended by Resolution No. 359-85, July 22, 1985, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution 458-86, August 12, 1986, accepted by Resolution xxx-xx, (date)

ISD Related Entries: ISE, ISF
High School Commencements

A. Purpose

To schedule commencements at times that do not conflict with religious observances.

B. Process and Content

1. No commencement ceremony shall be scheduled for the period from sundown Fridays to sundown Saturdays and on Sundays before 3:00 p.m.
2. The superintendent shall submit to the Board the schedule of commencement dates prior to any administrative action and public announcement.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 863-79, October 9, 1979, reformatted in accordance with Resolution No. 333-86, June 13, 1986, and Resolution 458-86, August 12, 1986, accepted by Resolution xxx-xx, (date).

ISE Related Entries: ISD, ISF
Summer School Graduation

A. Purpose

To provide a graduation ceremony for students who complete their graduation requirements in summer session.

B. Process and Content

1. Students attending summer school in order to complete their graduation requirements will be polled at the beginning of the summer school session to determine their interest in participating in a graduation ceremony.
2. A summer school commencement will be scheduled provided that a minimum of 25 students elect to participate in such a ceremony.
3. A single graduation ceremony will be planned following the summer session to which all summer session graduates will be invited to attend.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 212-80, March 11, 1980, amended by Resolution No. 517-80, August 25, 1980, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986,

accepted by Resolution No. xxx-xx, (date).

JEB Related Entries: JEB-RA, JEB-RB, JEB-EA

Early Entrance to First Grade

A. Purpose

To endorse the State regulation (COMAR 13A.08.01.01 shown as Exhibit JEB-EA) which allows children to enter first grade if they exhibit academic, social and emotional characteristics appropriate for such placement.

B. Process and Content

The decision as to early admission rests with the principal in accordance with administrative regulation.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 543-83, June 14, 1983, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx (date).

JEE Related Entries: JCA, JEE-RA

Student Transfers

A. Purpose

To allow students to transfer from their home school to another school within certain parameters.

B. Process and Content

1. Transfers should be honored whenever

- a) The parents of a student believe, after consultation with appropriate school officials, that enrollment in another school would offer the student a more likely chance for a productive and successful educational experience. (Counselors and administrators should be able to interpret the alternatives available at their school so that they can help parents make an informed choice. Parents should be encouraged to visit the schools and observe the programs they are considering transferring their child from and to.)
- b) The school from which the student is transferring would not be unduly affected.
- c) The school to which the student is transferring is not unduly burdened by overcrowding, understaffing, or lack of adequate instructional resources.
- d) The racial/socioeconomic balance in both schools is not unduly affected.

2. An athlete who transfers to another school without a change in residence of his/her parents or legal guardian shall attend the new school for one calendar year in order to be able to participate in athletics.

3. This policy is implemented through administrative regulation.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

JEF Related Entries: JEA-RA, JEF-RA
Open Lunch Policy

A. Purpose

To allow senior high schools the option for students to leave the school campus during their lunch period.

B. Process and Content

Students are required to remain on campus at lunch time unless a senior high school has already implemented an open lunch at the date of adoption of this policy or adopts an open lunch policy in accordance with administrative regulation.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 804-78, November 27, 1978, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution xxx-xx (date).

JFC Related Entries: JFA-RA
Registration and Voting for Students

A. Purpose

To reaffirm the importance of student voting.

B. Process and Content

1. The Board of Education urges all students 18 years old or older to register to vote.
2. The Board of Education supports the efforts of the Supervisors of Elections to enroll young citizens as members of the electorate of this county.
3. The superintendent is requested to cooperate with the Board of Supervisors of Elections in the distribution of information on registration and voting.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 249-71, March 22, 1971, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

JFE Related Entries: JFA-RA
Alphabetical Order

A. Purpose

To allow for students with surnames at the end of the alphabet to be in other than end-of-line positions.

B. Process and Content

1. Consideration should be given to varying occasionally the alphabetic order for classrooms and schoolwide activities and commencements.
2. High school principals and concerned staff should be

alerted to this policy.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 414-81, June 2, 1981, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

JHA Related Entries: JFA, JGA, JHA-RA, JHA-EA

Student Smoking

A. Purpose

To set forth the policy of the Board of Education regarding smoking by students on school property.

B. Process and Content

1. Each high school principal, in conjunction with the local PTSA and student government, shall determine, under administrative regulation, if the school will have a designated smoking area outside the senior high school building or designate itself as a no-smoking school.
2. Students desiring to use smoking areas will secure written authorization from a parent in a form provided by the school.
3. Unannounced spot checks of smoking areas will be made at least monthly, and parents will be sent a routine notice of unauthorized smoking area use.
4. Smoking areas shall be located in areas that are not used by nonsmoking students to walk to class.
5. MCR is urged to intensify its efforts to reach every elementary school with a hard-hitting educational campaign against smoking and asks the superintendent of schools to extend all possible cooperation to MCR in this effort.
6. This policy is implemented through administrative regulation.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 367-70, June 29, 1970, amended by Resolution No. 628-71, November 9, 1971, amended by Resolution No. 497-83, May 23, 1983, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

JHD Related Entries: JFA-RA

Control of Sound Levels

A. Purpose

To maintain the control of sound levels in school facilities and activities conducive to the preservation of hearing and to educate young people as to the dangers of excessive noise to hearing.

B. Process and Content

1. Sustained sound levels at activities held in and/or by a school should not exceed 90 dBA at the ear level of the

nearest listener as measured on a Type 11 meter on a slow response scale.

2. Compliance with this policy shall be a condition for building use.
3. Students should be informed, through the school curriculum at appropriate grade levels, of the dangers of loud sounds to their health.
4. Implementation of this policy is in accordance with administrative regulation.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 773-77, November 8, 1977, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

JIA Related Entries: JIA-RA
Honor Rolls and Honor Societies

A. Purpose

To recognize the value and authorize and encourage the establishment of honor societies and the publication of honor roll lists.

B. Process and Content

1. The establishment of honor societies and the publication of honor roll lists are optional but encouraged at the middle, intermediate, and junior and senior high school levels.
2. The operation of such societies should be in accordance with administrative regulation.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 431-62, September 10, 1962, amended and reformatted by Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

JPC Related Entries: JPC-RA
Administration of Medication to Pupils

A. Purpose

To provide for the administration of medication to pupils when essential during school hours.

B. Process and Content

1. In general, the administration of medication to pupils while they are in school is to be avoided.
2. When, in the opinion of the prescribing physician, it is necessary in the patient's best interest that medication be given during school hours, health department personnel, when available, will administer such medication in accordance with administrative regulation and the SCHOOL HEALTH MANUAL.
3. If health department personnel are not available on a daily basis, the principal is responsible for determining

a safe method of storage for the medication and for designating a responsible person to administer such medication in accordance with administrative regulation and the SCHOOL HEALTH MANUAL.

4. This policy does not apply to self-administered and/or nonmedically prescribed medications which are entirely the responsibility of the parent and not that of either the school or the health department.
5. Implementation of this policy is dependent upon cooperation among the health department, the private medical sector, the home and the school.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 518-71, September 14 1971, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986. accepted by Resolution No. xxx-xx, (date).

RESOLUTION NO. 518-86 Re: REVISED POLICIES FROM SECTIONS I AND J

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Floyd, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Dr. Floyd, Mrs. Praisner, Dr. Shoenberg, Mrs. Slye, and (Mr. Steinberg) voting in the affirmative; Mrs. DiFonzo being temporarily absent:

RESOLVED, That the following five policies, which have been reformatted and amended to reflect previous Board actions and current MCPS practices, be adopted:

IGK Related Entries: IGK-RA, IGK-RB

Career And Vocational Education

A. Purpose

To assure that career education is a part of a comprehensive instructional program for all students and to assure that the interests of students planning to enter the labor market upon high school graduation are served just as fully and with as many resources as are the interests of students planning to enter college.

B. Process and Content

1. Career education shall be a primary and multidisciplinary objective of the instructional programs, including Maryland Project Basic World of Work competencies, in both elementary and secondary schools.
2. All students shall receive career guidance and counseling services at each level of schooling.
3. Each secondary school shall designate a counselor as contact person with the Department of Career and Vocational Education to assure that vocational students receive

career

development, vocational counseling, and employment placement services.

4. The Department of Career and Vocational Education shall be

responsible for:

- a) Curriculum development
 - b) Developing staff in-service training
 - c) Participating in the selection and designation of career, vocational, and employment placement staff
 - d) Providing technical (not line) supervision of career education and vocational education staff
 - e) Establishing and maintaining relationships with employers in the community
 - f) Monitoring and evaluating career and vocational programs in compliance with federal and state regulations
5. Community-based electives, including work study programs and internships, should be made available to all senior high school students desiring them.
 6. Career education and vocational education should be promoted throughout the school system through a close working relationship among central and area offices, administrators, counselors, teachers, parents, students, and employers.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 609-72, October 10, 1972, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

IKA Related Entries: IKA-RA, IEA, IEB, IEC, IED, IKB-RA, IKC, IKC-RA

Grading Policy

A. PURPOSE

To provide a process for evaluating and reporting student progress that is understandable to students and their parents and honestly and realistically indicates the strengths and weaknesses of student performance.

B. PROCESS AND CONTENT

1. Students shall be informed of the general objectives of each course or unit and of the basis upon which their performance will be evaluated.
2. Every student should be informed about his/her progress, learning activity by learning activity or unit by unit, during as well as upon completion of the course of his/her instruction.
3. The Montgomery County public school system is committed to establishing, at the earliest feasible time, assessment measures for instructional objectives developed for each course and unit as the basis for an informative and equitable evaluating and reporting system. Implementation of these assessment measures will be accompanied by teacher in-service training.
4. Instructional objectives and assessment measures shall be used by teachers in preparing specific performance objectives and assessment measures.

5. A plan for implementing this policy shall be established by the superintendent to clearly designate the departmental and staff responsibility for producing the instructional objectives, assessment measures, and in-service training programs; determining time schedules for achieving these tasks; and preparing budget reviews for maintaining the effort.
6. Student progress is evaluated and reported in terms of the extent of performance on assessment measures corresponding with instructional and performance objectives. Performance objectives and assessment measures are based on the instructional objectives in MCPS PROGRAM OF STUDIES, appropriate to the subject, grade, age level, and/or special program.
 - a) For kindergarten, there will be a minimum of:
 - (1) A group conference in September to orient parents to the nature, objectives, and format of the kindergarten program
 - (2) An individual conference by midyear with the parents of each child to evaluate the child's progress. A checklist or narrative report will be provided.
 - (3) A check list or narrative report will be provided at the end of the year for the parents of each child. This report may be supplemented by a conference at the request of either the teacher or the parent.
 - b) For Grades 1 and 2, a report form with the symbols O, S, and N will be used. Grades are based on evidence of the attainment of the instructional and performance objectives assigned the student(s). The degree to which the student has attained the objectives will be determined by performance on assessment measures. The report form will be distributed four times during the school year. At least one parent-teacher conference will be conducted during the first semester of each year. In addition, reading and mathematics will be evaluated according to grade level.
 - c) For Grade 3, 4, 5, and 6 in elementary schools, a report form will be used with A through E letter grades for subjects other than art, music, and physical education. Grades are based on evidence of the attainment of the instructional and performance objectives assigned the student. The degree to which the student has attained these objectives will be determined by performance on assessment measures. In addition, reading and mathematics will be evaluated according to grade level.
 - 1) Art, music, and physical education will be reported with the symbols O, S, and N. Grades are based on evidence of the attainment of instructional and performance objectives assigned the student.

- 2) At least one parent-teacher conference will be conducted during the first semester of each year.
- d) For Grades 6, 7, and 8 in middle, intermediate, and junior high schools, and for Grades 9-12 in senior high schools report forms with A through E letter grades will be used in all subjects. Grades are based on evidence of the attainment of the instructional and performance objectives assigned the student. The degree to which the student has attained these objectives will be determined by performance on assessment measures.
- (1) Regular daily attendance is an objective for every course. Therefore, a student in Grades 9-12 who has more than five unexcused absences from a class will receive a Loss of Credit/E2 for the course.
- (2) Final examinations for all major subjects Grades 9-12 shall be computed as 20 percent of the final grade for the semester and the final exam grade shall be indicated on the report card.
- o A student may have one credit-no credit option per semester in Grade 9, one in Grade 10, two in Grade 11, and two in Grade 12. The minimum standard for a credit will be achievement at the same level as that for a passing mark in any other course.
- (3) Students who have the written permission of their parents or who have reached the age of majority (18 years of age) may be evaluated on a credit-no credit basis instead of by the standard letter grades in subjects not specifically identified as required for graduation by the State Department of Education or MCPS.
- o The decision to have evaluations reported on a credit-no credit basis must be made by the student with parental consent unless the student has reached the age of majority during the first five weeks of the course. This decision is to be considered final as of the date on which it is made.
- e) For Grades 7 through 12, final examinations or evaluation activities for English, social studies, mathematics, science, and foreign languages shall include a relevant written examination with short answer and/or essay questions where applicable.
9. In Grades 1 through 8, an evaluation of the student's work habits within the school environment in relation to the attainment of instructional and performance objectives will supplement the progress report for academic achievement.

10. Parent-teacher-student conferences at all levels, in addition to regular parent-teacher conferences provided for above, are particularly encouraged at appropriate intervals during the school year for students who are experiencing learning difficulties, who are achieving significantly above expectations, or who are showing evidence of being gifted and talented.
11. The superintendent is authorized to approve alternate evaluation and reporting methods when there is evidence that faculties and school communities have been involved in their development and that there is broad support in the faculty and among parents to use the proposed method, research literature has been reviewed, objectives have been clearly stated, and procedures for assessing their effectiveness are valid, provided that within two years of its installation, a reliable survey of opinion among parents and faculty has determined that the alternate method is preferred by a majority of those responding.
12. Letter grades will, at the request of an individual parent, supersede any approved alternate method for reporting at Grades 3 to 12 when requested at the beginning of the school year or of the second semester; and in elementary schools in which the methods outlined in this policy statement are in use, any parent may decline to have his/her child's progress evaluated and reported by these methods. In such cases, parents will be provided a standard alternate method of reporting.
13. MCPS will provide teachers and administrators with continued systematic in-service training on knowledge and implementation of the policies and regulations: and during the professional days before the opening of school each year, every school will orient its teachers to the policies and regulations.
14. Honors and Advanced Placement classes shall be designated on the Grade 9-12 student's report card and transcript.
15. Kindergarten report cards will be issued at the end of the first semester and at the end of the year. Elementary and secondary report cards will be issued every nine weeks.

C. REVIEW AND REPORTING

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

1As required by the Senior High Policy for English, foreign language, mathematics, science, and social studies.

Resolution No. 258-72, March 27, 1972, amended by Resolution No. 365-73, June 12, 1973, amended by Resolution No. 514-75, July 15, 1975, amended by Resolution No. 397-77, June 14, 1977, amended by Resolution Nos. 484-79, 485-79, 487-79, 488-79, 492-79, and 492-79, May 10, 1979 amended by Resolution Nos. 613-81, 615-81, and 616-81, August 24, 1981, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

IOA Related Entries: EHA, IEE, IFA, IFB-RA
Policy on Gifted and Talented Students

A. Purpose

MCPS recognizes the needs of gifted and talented students for differentiated educational programs and/or services beyond those normally provided by the regular school program so that they can realize their contribution to self and to society. The purpose of this policy is to ensure that such programs and services are systematically provided for gifted and talented students in all grades K-12 and in all subject areas.

B. Process and Content

The following provisions will be made for gifted and talented programs:

1. Identification Procedures

All students in MCPS will be screened and reviewed for participation in gifted and talented programs. The identification procedures for intellectual/academic or visual and performance arts areas K-12 will be implemented, evaluated periodically, and revised as necessary. Procedures for special magnet or area programs will also be developed, implemented, and periodically reviewed.

2. Curriculum and Resources

Differentiated instruction for gifted students requires curricular adaptations and special resources. Gifted and talented curriculum documents and resource materials will be disseminated, implemented and periodically evaluated and revised. New curriculum will be developed, as the need arises, and additional materials identified, evaluated, and disseminated on a continuous basis.

3. Staff Selection and Training

Training in the nature and needs of gifted students including the importance of using appropriate instructional strategies and program practices is essential. Staff for teaching and coordinating gifted and talented programs will be selected based on their training and experience. Staff development activities ranging from awareness to advanced skill level training will be provided on a continuous basis to ensure a pool of qualified teachers for the gifted and talented programs.

4. Program Implementation

To respond to the range of needs among gifted and talented students, programs will be developed in each K-8 school; and, as needed, area and magnet programs will be developed.

The Honors Program will be the vehicle for serving gifted and talented students in all grade 9-12 schools.

A variety of organizational options for program delivery will be implemented and systematically evaluated.

Guidelines for school, area, and magnet programs will be used to provide standards for services to gifted and talented students. Systematic evaluation will reveal the level of program implementation and the need for

improvement.

5. The Gifted and Talent Unit in the Office of Instruction and Program Development will be responsible for:
 - a) Planning annual implementation and budget to achieve the purpose of this policy
 - b) Monitoring and revising, as necessary, the guidelines for identifying gifted and talented students
 - c) Selecting and developing curriculum materials for gifted and talented students
 - d) Designing and delivering training to a variety of audiences, including administrators, teachers, counselors, and central and area office personnel
 - e) Collecting data to monitor program participation
 - f) Providing assistance and support to area and school staff in:
 - (1) Screening and assessment of pupils
 - (2) Assessing program needs
 - (3) Supporting and training area-based teachers, teachers of centers for highly gifted, coordinators of gifted and talented and honors programs, and teachers in the Program of Assessment, Diagnosis, and Instruction (PADI)
 - (4) Disseminating effective strategies for nurturing potential giftedness and increasing minority participation
 - (5) Effecting program planning, development, implementation, and evaluation
 - (6) Selecting personnel
 - (7) Promoting community awareness

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 789-78, November 14, 1978, amended by Resolution xxx-xx, (date)

JHC Related Entries: JHC-RA, JHC-RB, JHC-EA, JHC-EB
Child Abuse And Neglect

A. Purpose

1. To reaffirm the Montgomery County Board of Education's commitment to cooperate with appropriate county agencies, to require MCPS staff to comply with the pertinent sections of the Annotated Code of Maryland in reporting suspected child abuse and neglect and to comply with all state and local legal mandates to protect children.
2. To require the establishment of procedures and programs which promote staff awareness and recognition of the indicators of child abuse and neglect and inform staff of their immunity from civil liability and criminal penalty in reporting suspected child abuse and their immunity from civil liability and criminal penalty in reporting suspected child neglect.
3. To provide for liaison between the Montgomery County Public Schools and the Montgomery County Government units

that have responsibilities concerning child abuse and neglect.

B. Process and Content

The superintendent will be responsible for:

1. Developing procedures and programs to (1) implement this policy and (2) inform MCPS staff of their responsibility to report suspected child abuse and neglect
2. Monitoring the implementation of procedures and programs developed to implement the policy
3. Collaborating with county, state, or federal agencies to foster staff awareness and recognition of indicators of child abuse and neglect and to provide staff training regarding suspected child abuse and neglect
4. Assuring that at the beginning of each school year information about the staff's responsibilities regarding the reporting of child abuse and neglect are reviewed with staff in all schools and centers and that all staff is informed about the immunity from civil liability and criminal penalty in reporting suspected child abuse and their immunity from civil liability and criminal penalty in reporting suspected child neglect
5. Assuring that administrative procedures developed to implement this policy will provide, to the extent possible, for the protection of the identity of the person reporting
6. Disseminating to MCPS staff and the public information about procedures and programs developed to carry out this policy

C. Review and Reporting

Implementation of this policy shall be evidenced by the following indicators:

1. All procedures developed to implement this policy will be sent to the Board of Education as items of information
2. The superintendent will submit to the Board of Education an annual report which will include the following:
 - a) The number of suspected child abuse and neglect cases reported by MCPS to protective services
 - b) Information on how the superintendent carried out the process listed in section B. above.
 - c) Information about liaison activities regarding child abuse and neglect carried out between Montgomery County Public Schools and Montgomery County government units
3. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 137-80, February 12, 1980, amended by Resolution No. 853-83, October 11, 1983, amended by Resolution 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date).

JNA Related Entries: JNA-RA, IPD-RA
Out-of-Pocket Expenses of Students

A. Purpose

To set forth the objectives to be followed with regard to student expenses

B. Process and Content

1. The school system shall provide:
 - a) Content materials for all courses, including textbooks, workbooks, and paperbacks
 - b) Safety equipment needed in all courses requiring such equipment,
 - c) Three transcripts for students without charge with a charge for each additional transcript
2. When student projects become their personal property in courses such as home economics, career and vocational education, art, and music, out-of-pocket expenses will be charged. The cost will be established between the student and the teacher prior to starting the project.
3. Lab fees are not permitted. If, through gross negligence, a student damages or breaks supplies or equipment, the student is responsible for reimbursing the school system for the damage in accordance with administrative regulation.
4. Schools are encouraged to provide field trips for their students. However, field trips should only be planned as an integral part of the student learning experience, and students should not be deprived of participating in field trips because of a lack of money.
5. Each school shall develop and publish a list of optional out-of-pocket expenses for its students which has been approved by the area associate superintendent in accordance with administrative regulation. The charges are to be fixed, and no student is to be penalized gradewise for not participating in any program for lack of funds.

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Resolution No. 792-71, December 14, 1971, reformatted in accordance with Resolution 333-86, June 12, 1986, and 456-86, August 12, 1986, accepted by Resolution No. xxx-xx, (date)

RESOLUTION NO. 519-86 Re: REVISED POLICIES FROM SECTIONS I AND J

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Floyd, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Dr. Floyd, Mrs. Praisner, Dr. Shoenberg, Mrs. Slye, and (Mr. Steinberg) voting in the affirmative; Mrs. DiFonzo being temporarily absent:

RESOLVED, That policy IRA (Student Aides for Kindergarten) be removed from the handbook but not rescinded.

RESOLUTION NO. 520-86 Re: REVISED POLICIES FROM SECTIONS I AND J

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Floyd, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Dr. Floyd, Mrs. Praisner, Dr. Shoenberg, Mrs. Slye, and (Mr. Steinberg) voting in the affirmative; Mrs. DiFonzo being temporarily absent:

RESOLVED, That the superintendent of schools be directed to publish these reformatted and amended policies at the earliest possible time.

RESOLUTION NO. 521-86 Re: EXECUTIVE SESSION - OCTOBER 14, 1986

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mrs. Slye, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Dr. Floyd, Mrs. Praisner, Dr. Shoenberg, Mrs. Slye, and (Mr. Steinberg) voting in the affirmative; Mrs. DiFonzo being temporarily absent:

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 October 14, 1986, 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. 522-86 Re: EXECUTIVE SESSION - NEGOTIATIONS

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mrs. Slye, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Dr. Floyd, Mrs. Praisner, Dr. Shoenberg, Mrs. Slye, and (Mr. Steinberg) voting in the affirmative; Mrs. DiFonzo being temporarily absent:

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 at times to be determined to conduct collective bargaining negotiations or to consider matters and issues in connection therewith; and be it further

RESOLVED, That the president of the Board of Education will announce at public business meetings when the Board of Education has held these executive sessions.

RESOLUTION NO. 523-86 Re: CHARGE TO THE RESEARCH AND EVALUATION SUBCOMMITTEE

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

WHEREAS, On January 14, 1986, the Board of Education established a Subcommittee on Research and Evaluation; and

WHEREAS, This committee was formed to investigate for the Board of Education the policies for future adoption and expected implementation, as well as situations that exist in the school system that have high priority and need policy-maker attention; and

WHEREAS, On February 18, 1986, the committee convened to discuss its charge and operating guidelines; now therefore be it

RESOLVED, That the Board of Education adopt the following guidelines charging the Subcommittee on Research and Evaluation to:

Develop a recommended agenda of research and evaluation studies based on the superintendent's recommendations that relate to policy issues for consideration by the Board of Education.

Review major proposals to ensure that questions appropriate to policy development or implementation are included in the study. Review and react to draft reports of major studies in terms of whether they are responsive to policy-relevant issues prior to publication of such reports, with a two-week prior distribution going to committee members and with copies being sent to the Board.

Make other recommendations to the Board of Education and the superintendent about policy and problem issues to be addressed through research and evaluation.

and be it further

RESOLVED, That the work of the Research and Evaluation Committee not be intended to preclude the superintendent from initiating and directing such other research and evaluation studies he determines would be helpful to him and his staff in the administration and management of the school system.

RESOLUTION NO. 524-86 Re: BOE APPEAL No. 1986-15 (STUDENT
TRANSFER)

On motion of Mrs. Praisner seconded by Dr. Floyd, the following
resolution was adopted unanimously by all voting members (Mr.
Steinberg abstaining):

RESOLVED, That the Board of Education adopt its decision and order
in BOE Appeal No. 1986-16.

Re: ITEM OF INFORMATION

Board members received the Staff Response to the Annual Report of
the Family Life and Human Development Committee.

Re: ADJOURNMENT

The president adjourned the meeting at 10:55 p.m.

PRESIDENT

SECRETARY

WSC:mlw