

NUMBER :
STATUS :
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TEXT :

THE NEEDS OF THE STUDENT

Policy

It shall be the policy of the Montgomery County Public Schools that all members of the staff of this system will be held responsible for the consistent demonstration of professional competence. So far as this policy relates to services to the diverse population of students in the system, the criteria by which professional competence will be judged will include, but not be limited to, attitudes and performance behaviors which are appropriate to and respectful of the backgrounds and needs of all children served. Where a staff person is assigned responsibilities for which the staff person feels unprepared to meet this criterion, it is the responsibility of that staff person to indicate her/his need for technical assistance or staff development to the principal or officer in charge.

Policy

It shall be the policy of the MCPS to make available to all staff persons who indicate that they feel unprepared and/or are determined to be in need of technical assistance or further professional development, such assistance or development as her/his supervisor may determine appropriate. To the extent feasible, this staff development will occur during the professional worktime of the staff person, including extended year days.

Policy

It shall be the policy of MCPS to assume that all of its students are capable of demonstrating continuous progress in their academic development. Accordingly, it is anticipated that this policy will be reflected in the expressed expectation that students will graduate from high school. It is also expected that class, ethnicity and indigenous language will not be determinants of membership in the bottom 1/5 of the school population. The superintendent will be requested to prepare goals and standards for review and approval by the Board.

GOAL TWO

TO BRING ABOUT NEEDED CHANGE IN CHARACTERISTICS AND SERVICES OF THE SCHOOLS AND OTHER EDUCATIVE INSTITUTIONS IN REGARD TO THEIR FUNCTIONS, ADMINISTRATIVE MANAGEMENT, COMPONENT SIZE, SERVICE DELIVERY SYSTEMS, STUDENT DATA MANAGEMENT, RESOURCE AVAILABILITY, AND RESOURCE DEPLOYMENT SO THAT THE NEEDS OF MINORITY STUDENTS ARE FULLY MET

Policy

It shall be the policy of the MCPS that the development and

implementation of an education information system targeted to support the teachers for their use and access to information concerning their students, instructional materials, and other related data shall occur in each of our schools. Since this capacity is critical to our effective intervention with students at risk of academic failure, priority will be given to the implementation of this capacity first in all schools in the system where the number of students who are designated as being at risk of academic failure exceeds 25 percent of the school's population and, second, in all schools where that number exceeds 15 percent.

Each of these site-based systems must be capable of supporting site-based and systemwide correlational analyses between such variables as resource characteristics, staff characteristics, curriculum characteristics, student characteristics and educational outcomes. For purposes of being designated at the risk of academic failure, all students whose mean achievement test scores place them 1/2 standard deviation below the mean scores for the school district will be included. The intent of this policy is to ensure that schools serving significant numbers of ethnic minority students have in place a data management system, but the Board does not choose to equate ethnic minority status with being at risk of academic failure.

Policy

It is not the policy of MCPS to track students. The policy of MCPS will be the flexible grouping of students in response to the nature of the specific learning tasks which must be mastered. Under such grouping, it should be the exception that all students would have all of her/his learning in the same level group. It is also expected that each child's placements would be subject to review during the year and that efforts would be made to make heterogeneous grouping the preference over homogeneous grouping.

Policy

It shall be the policy of MCPS to encourage and support a within-system research and development capability directed at the problems posed for education by the fact of diversity in the characteristics of its student population and pluralism in the goals and standards to which these students strive. In the implementation of this policy the Board of Education expects that a small group of schools will be targeted for comprehensive development and study with special attention to be given to ethnic/cultural differences and language differences. The Board expects that the superintendent and the director of the Department of Educational Accountability will identify other initiatives.

GOAL THREE

TO ENCOURAGE AND SUPPORT CHANGES IN THE ATTITUDES, BEHAVIORS, AND CONDITIONS OF SOME OF THE FAMILIES AND COMMUNITIES FROM WHICH MINORITY GROUP STUDENTS COME, AS THESE ATTITUDES, BEHAVIORS, AND CONDITIONS RELATED TO EDUCATION AND THE SUPPORT OF ACADEMIC ACHIEVEMENT. THERE IS A PARTICULAR NEED TO PROVIDE FOR THE ACTIVE INVOLVEMENT OF PARENTS AND OTHER SURROGATES IN THE ACHIEVEMENT OF THE MINORITY STUDENTS.

GOAL FOUR

TO PROMOTE CHANGES IN SOME OF THE ATTITUDES AND BEHAVIORS OF MINORITY STUDENTS THEMSELVES IN REGARD TO ACADEMIC LEARNING AND THEIR PARTICIPATION IN IT.

GOAL FIVE

TO ENCOURAGE AND SUPPORT CHANGES IN STUDENT-PERCEIVED EXPECTATIONS, CONDITIONS, MODELS, OPPORTUNITIES, AND REWARDS AVAILABLE IN THE LARGER COMMUNITY AS THESE ARE RELATED TO EDUCATIONAL ACHIEVEMENT

GOAL SIX

TO MAINTAIN A SYSTEM OF ACCOUNTABILITY, INCENTIVES, AND REWARDS TO ENCOURAGE THE ASSUMPTION OF RESPONSIBILITY FOR THE ACTIONS TAKEN IN PURSUIT OF THE BOARD'S GOALS

GOAL SEVEN

TO HONOR THE BOARD'S COMMITMENTS TO AFFIRMATIVE ACTION TO SUPPORT THE REDUCTION OF THE ETHNIC AND LANGUAGE ISOLATION IN THE STAFFING, CLASSROOM COMPOSITION, AND SCHOOL ENVIRONMENT SO AS TO BE REFLECTIVE OF THE WORLD IN WHICH WE LIVE

Policy

Board members agreed that there should be a policy statement on efforts underway in curriculum revision. It should include Mrs. Katheryn Gemberling's statement on multicultural infusion. Included in this should be a linkage to individualized teaching/differentiated teaching approach.

Action Step

Board members agreed that there should be wording to the effect that "the Board wants to re-evaluate what we are presently doing in staff training in order to assure that they had resources devoted to the initiatives that follow from the goals we are adopting.

April 27, 1991

Restructure staff training so that MCPS focuses on goals and priorities so that we have two major kinds of training activities, those that are designed to implement what Board policies require be implemented across the whole school system and those that are designed to respond to needs identified at the school level.

Policy

The Board supports instruction beyond the school day including mentoring and tutoring and in addition supports the mentoring and tutoring programs that the school system presently operates; and the Board wants this information made available throughout the school system and throughout the community. The Board wanted these identified, wanted the effective programs accumulated, publicized, and disseminated, and the Board would leave to the superintendent the matter of how to develop the best mechanism for assessing these programs.

Re: ADJOURNMENT

The president adjourned the meeting at 5:45 p.m.

PRESIDENT

SECRETARY

HP:mlw