



ensure that each student is enabled to succeed and to achieve his or her potential; and that students learn in different ways and instruction must be adapted to meet their different learning styles; and

WHEREAS, This school system can become even better if its total staff is encouraged and empowered to focus its knowledge and energy on improving instruction and student learning outcomes; and

WHEREAS, Parents play a vital role in their children's learning and must become partners with the staff to assure that each child is successful in school; and

WHEREAS, The role of the school principal is to provide leadership for the staff and school community to improve student learning outcomes; to encourage risk-taking and creativity on the part of all staff; to encourage staff and parent participation and involvement in all decisions that affect student learning; and to seek parental involvement that reflects the racial/ethnic composition of the student body; and

WHEREAS, The role of central and area offices is to assure that Board of Education policies and administrative regulations are carried out; that the effectiveness of staff and programs are evaluated; and that support and encouragement are provided to enable schools to meet the needs of their students; and

WHEREAS, Widespread adoption of site-based participatory decision-making in schools and other MCPS units will enhance the realization of these beliefs in Montgomery County public schools; now therefore be it

Resolved, That the Board of Education tentatively adopt the following proposed policy on site-based participatory decision-making; and be it further

Resolved, That the proposed policy be distributed for public comment; and be it further

Resolved, That the superintendent direct the Department of Educational Accountability to design both systemwide and school level evaluation and monitoring processes for SPD as well as to develop some baseline objective measures of change for use in the evaluation process.

#### SITE-BASED PARTICIPATORY DECISION-MAKING

##### A. PURPOSE

To define site-based participatory decision-making, its desired outcomes, and guidelines for its implementation in schools and other MCPS units

B. PROCESS AND CONTENT

1. Background

Reports have been published over the last decade recommending changes in American public education. One of these was ATTRACTING, KEEPING AND ENABLING EXCELLENT TEACHERS, the February 1987 findings and recommendations of the Commission on Excellence in Teaching. That commission was appointed by the Board of Education in April 1985 to answer the question: How shall the Montgomery County Board of Education and the county public school system meet the challenges posed by the need to find, recruit, hire, train, retrain, and retain the excellent teachers the county schools need to assure that teaching excellence remains a hallmark of the Montgomery County Public Schools?

One of the commission's recommendations was that "Teachers and principals be given increased responsibility, authority, and accountability for determining the structure of their schools and how they will achieve the goals for learning established by the Board of Education." As a result of work by several committees composed of administrators, teachers, support staff, and parents, MCPS launched a ten-school "flexibility" pilot in 1988. Pilot participants, the superintendent, and the Board of Education now believe it is necessary to have a policy to define and guide further expansion of site-based participatory decision-making in the Montgomery County Public Schools.

Site-based participatory decision-making and similar terms are being used in hundreds of districts across the country as they endeavor to restructure and improve teaching and learning in their schools. However, there are no generally accepted definitions for these terms, and practices and conditions vary widely from district to district. This policy defines SPD for MCPS.

2. Definitions

(a) Site-based participatory decision-making is the active involvement and participation of administrators, teachers, support staff, parents, and secondary school students in all decisions that affect student learning in a school. It

requires these participants to accept increased responsibility, authority, and accountability for working together cooperatively to:

- (1) Develop and implement the school improvement management plan
  - (2) Determine goals, structures, and processes that improve student learning outcomes
- (b) Constituent groups in a school include teachers, supporting services staff, administrators, parents, and--in secondary schools--students.
- (c) Constituent organizations refer to the countywide organizations that are the recognized representatives of teachers and other professional staff (Montgomery County Education Association), supporting services staff (Montgomery County Council of Supporting Services Employees), administrators (Montgomery County Association of Administrative and Supervisory Personnel), parents (Montgomery County Council of Parent Teacher Associations), and secondary school students (Montgomery County Region, Maryland Association of Student Councils).

### 3. Guidelines

- (a) SPD Advisory Committee. The superintendent will appoint a Site-based Participatory Decision-making Advisory Committee (SPDAC) to advocate and advise on matters relating to site-based participatory decision-making. Each constituent organization will nominate members to the committee and the superintendent will appoint three from each organization, plus a representative from the Department of Staff Development.
- (b) SPD Facilitator. The superintendent will appoint a site-based participatory decision-making facilitator who will support and facilitate the work of SPDAC and provide leadership for implementing site-based participatory management in MCPS.
- (c) SPD expansion and funding. In consultation with SPDAC, the superintendent will:

- (1) Develop a long-range plan for expanding the adoption of site-based participatory decision-making in MCPS schools
  - (2) Actively encourage schools to participate in SPD
  - (3) Request funds in each year's operating budget for training, start-up costs, and technical assistance for SPD units
- (d) Training and leadership development. Each year, the superintendent will assure that:
- (1) In consultation with constituent organizations, information, orientation and training about the concepts and processes of site-based participatory decision-making are provided to all constituencies, including area and central office staffs
  - (2) In consultation with SPDAC, ongoing training opportunities are provided for staff and parents in units that have adopted SPD
  - (3) Administrator training programs provide opportunities to understand, prepare for and support SPD
- (e) Application for SPD. Schools that want formal support to initiate site-based participatory decision-making will:
- (1) Have at least one representative from each constituent group participate in a series of information, orientation, and training sessions on SPD
  - (2) Determine, following this training and subsequent discussions among and between constituent groups in the unit, whether the administrator, a clear majority of teachers and supporting staff, and the governing bodies of the organization representing parents and secondary school students, support the initiation of SPD
  - (3) Submit a written application to the facilitator. The SPDAC will review all applications to determine if the above requirements have been met and will recommend

new units to initiate formal, site-based participatory decision-making

- (f) SPD site planning. In planning to become an SPD unit, each school should:
- (1) Conduct a self-analysis of its needs and circumstances (This analysis may address such factors as student achievement levels, structure and organization, goals, implementation of MCPS goals and the Program of Studies, allocation of resources, and staff development.)
  - (2) Plan activities and allocate time for shared decision-making based on current research and the professional judgment and experience of participants
  - (3) Design and institute a structure through which those involved in making decisions will hold themselves accountable for their outcomes and can be held accountable by those they represent
  - (4) Assure ongoing evaluation of shared decision-making processes as well as progress toward established goals
  - (5) Consider non-traditional and innovative approaches to improving the school or unit and its contribution to the success of students and public education in Montgomery County
- (g) SPD requirements. While SPD encourages innovation and flexibility, units should implement SPD as described in this policy and must:
- (1) Strive to improve educational opportunities for all students
  - (2) Observe all pertinent federal and state laws and regulations, Board of Education policies and goals, and all collective bargaining agreements (see Section (h) Waiver)
  - (3) Seek from all constituent groups an increased commitment to the school, a climate of collegiality, and a structure that ensures each group's participation in decision-making

- (4) Advise appropriate area and central office staff of planned changes in curriculum or other systemwide procedures
  - (5) Avoid activities that may have a negative impact on other schools
- (h) Waivers. If a school proposal conflicts with a Board policy or collective bargaining agreement, the school may request a waiver. Waiver requests must be submitted to the SPD facilitator, endorsed by SPDAC and the superintendent, and approved by the Board. Waivers of provisions in collective bargaining agreements must also be approved by the organization that is a party to the agreement.
- (i) Withdrawal from SPD. If, after making good faith efforts to implement SPD, one or more constituencies in a unit is considering withdrawing its support and participation, the unit steering committee shall notify the facilitator. The facilitator and/or SPDAC liaison will be available to meet with the unit to discuss its problems and provide support needed to maintain its continued participation in site-based participatory decision-making. If that support is unsuccessful, and a majority of one or more constituencies determines to withdraw from participation, the unit shall lose its designation as a formal site-based participatory decision-making unit, all rights enumerated in this policy, and any unspent funds provided to it for this purpose.
4. Desired Outcomes
- (a) Improved student learning outcomes and opportunities
  - (b) Improved cooperation and collegiality among staff and with parents and students
  - (c) Improved accountability
  - (d) Greater decentralization of decision-making
5. Implementation
- (a) The superintendent, in cooperation with SPDAC, will establish regulations as they are needed to implement this policy and will assign

responsibility for monitoring and reporting progress in achieving the goals of this policy.

- (b) Regulations developed in support of this policy will be sent to the Board as items of information.

C. REVIEW AND REPORTING

1. An annual report will be made to the Board of Education on the progress of site-based participatory decision-making.
2. This policy will be reviewed every three years in accordance with the Board of Education's policy review process.
3. As part of that review process, or in the event that any policy changes are otherwise proposed, the Board will invite each constituent organization to submit in writing its views on proposed policy changes. The Board will discuss any recommendations for changing the policy with all constituent organizations and seek consensus on the proposed changes.

It was the consensus of the Board to add "the superintendent of schools" to the first WHEREAS clause of the proposed resolution. Mrs. Hobbs suggested adding "with SPD Advisory Committee input and review" after "monitoring processes for SPD" in the last Resolved clause. Dr. Cheung suggested highlighting the role of students and the employee organizations in the proposed resolution.

Mrs. Fanconi suggested adding a second WHEREAS clause as follows:

WHEREAS, The Board of Education is continually seeking ways for MCPS to become better able to meet students' needs and improve educational outcomes; and

Mrs. Fanconi also suggested amending the third WHEREAS clause to read:

WHEREAS, This school system is constantly searching for ways to improve and this could be one way; and

Mrs. Fanconi suggested adding language to state that the school system could better accomplish meeting individual student needs if the unit closest to the student is actively involved and given the flexibility and discretion to make decisions and that the school has greater autonomy and shared decision making among teachers, support staff, and parents. She felt they needed to add a statement about the principal's role being to create an



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

Resolved, That the proposed resolution on site-based participatory decision-making be amended to formally ask the committee to provide a response to the proposed policy and be invited to join the Board at the table when the issue was discussed and to formally request the three unions, MCCPTA, and MCR to send the Board their formal responses.

RESOLUTION NO. 645-91      Re:    AN AMENDMENT TO THE PROPOSED POLICY  
ON SITE-BASED PARTICIPATORY  
DECISION-MAKING

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

Resolved, That the proposed resolution on site-based participatory decision-making be amended to add a Resolved clause as follows:

Resolved, That the Board asks that comments be received by October 18 and that the Board schedule a discussion/decision item on its November 12 agenda.

Mr. Ewing asked that any additional issues that Board members wanted to raise should be given to Mr. Fess and be appended to the document going out to the public.

RESOLUTION NO. 646-91      Re:    TENTATIVE ADOPTION OF THE PROPOSED  
POLICY ON SITE-BASED PARTICIPATORY  
DECISION-MAKING

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

Note: shaded areas indicate suggested revisions or issues to be highlighted in the transmission of the following document.

WHEREAS, The Board of Education, the superintendent of schools, and staff of the Montgomery County Public Schools believe that all students can learn and must assume the responsibility for doing so; that MCPS must ensure that each student is enabled to

succeed and to achieve his or her potential; and that students learn in different ways and instruction must be adapted to meet their different learning styles; and

WHEREAS, The Board of Education is continually seeking ways for MCPS to become better able to meet students' needs and improve educational outcomes; and

WHEREAS, This school system can become even better if its total staff is encouraged and empowered to focus its knowledge and energy on improving instruction and student learning outcomes; and WHEREAS, This school system is constantly searching for ways to improve...

Additional language that the school system would better accomplish meeting individual student needs if the unit closest to the student is actively involved and given the flexibility and discretion to make decisions and that the school has greater autonomy and shared decision-making among teachers, support staff, and parents.

WHEREAS, Parents play a vital role in their children's learning and must become partners with the staff to assure that each child is successful in school; and

WHEREAS, The role of the school principal is to provide leadership for the staff and school community to improve student learning outcomes; to encourage risk-taking and creativity on the part of all staff; to encourage staff and parent participation and involvement in all decisions that affect student learning; and to seek parental involvement that reflects the racial/ethnic composition of the student body; and

Additional language about the principal's role being to create an environment where change can occur and to facilitate risk taking.

WHEREAS, The role of central and area offices is to assure that Board of Education policies and administrative regulations are carried out; that the effectiveness of staff and programs are evaluated; and that support and encouragement are provided to enable schools to meet the needs of their students; and

WHEREAS, Widespread adoption of site-based participatory decision-making in schools and other MCPS units will enhance the realization of these beliefs in Montgomery County public schools and be accompanied by acceptance of responsibility and accountability for student learning; now therefore be it

Resolved, That the Board of Education tentatively adopt the following proposed policy on site-based participatory decision-making; and be it further

Resolved, That the proposed policy be distributed for public comment with comments to be received by October 18, 1991, with discussion/decision on the proposed policy scheduled for November 12, 1991; and be it further

Resolved, That the committee be requested to provide a response to the proposed policy and be invited to join the Board at the table when the issue is next discussed; and be it further

Resolved, That MCAASP, MCCSSE, MCEA, MCR, and MCCPTA be requested to provide the Board with their responses to the proposed policy; and be it further

Resolved, That the superintendent direct the Department of Educational Accountability to design both systemwide and school level evaluation and monitoring processes for SPD with SPD Advisory Committee input and review as well as to develop some baseline objective measures of change for use in the evaluation process.

#### SITE-BASED PARTICIPATORY DECISION-MAKING

##### A. PURPOSE

To establish that it is the policy of the Montgomery County Public Schools to encourage and support site-based participatory decision-making, to define what site-based participatory decision-making means, to specify its desired outcomes, and to establish guidelines for its implementation.

##### B. PROCESS AND CONTENT

###### 1. Background

Reports have been published over the last decade recommending changes in American public education. One of these was ATTRACTING, KEEPING AND ENABLING EXCELLENT TEACHERS, the February 1987 findings and recommendations of the Commission on Excellence in Teaching. That commission was appointed by the Board of Education in April 1985 to answer the question: How shall the Montgomery County Board of Education and the county public school system meet the challenges posed by the need to find, recruit, hire, train, retrain, and retain the excellent teachers the county schools need

to assure that teaching excellence remains a hallmark of the Montgomery County Public Schools?

One of the commission's recommendations was that "Teachers and principals be given increased responsibility, authority, and accountability for determining the structure of their schools and how they will achieve the goals for learning established by the Board of Education." As a result of work by several committees composed of administrators, teachers, support staff, and parents, MCPS launched a ten-school "flexibility" pilot in 1988. Pilot participants, the superintendent, and the Board of Education now believe it is necessary to have a policy to define and guide further expansion of site-based participatory decision-making in the Montgomery County Public Schools.

Site-based participatory decision-making and similar terms are being used in hundreds of districts across the country as they endeavor to restructure and improve teaching and learning in their schools. However, there are no generally accepted definitions for these terms, and practices and conditions vary widely from district to district. This policy defines SPD for MCPS. This policy establishes the framework for site-based participatory decision-making for MCPS.

## 2. Definitions

- (a) Site-based participatory decision-making is the active involvement and participation of administrators, teachers, support staff, parents, and secondary school students in all decisions that affect student learning in a school. It requires these participants to accept increased responsibility, authority, and accountability for working together cooperatively to:
  - (1) Develop and implement the school improvement management plan (include more information on what a management plan was and what it included)
  - (2) Determine goals, structures, and processes that improve student learning outcomes
- (b) Constituent groups in a school include teachers, supporting services staff, administrators, parents, and--in secondary schools--students.

- (c) Constituent organizations refer to the countywide organizations that are the recognized representatives of teachers and other professional staff (Montgomery County Education Association), supporting services staff (Montgomery County Council of Supporting Services Employees), administrators (Montgomery County Association of Administrative and Supervisory Personnel), parents (Montgomery County Council of Parent Teacher Associations), and secondary school students (Montgomery County Region, Maryland Association of Student Councils).

### 3. Guidelines

- (a) SPD Advisory Committee. The superintendent will appoint a Site-based Participatory Decision-making Advisory Committee (SPDAC) to advocate and advise on matters relating to site-based participatory decision-making. Each constituent organization will nominate members to the committee and the superintendent will appoint three from each organization, plus a representative from the Department of Staff Development.
- (b) SPD Facilitator. The superintendent will appoint a site-based participatory decision-making facilitator who will support and facilitate the work of SPDAC and provide leadership for implementing site-based participatory management in MCPS.
- (c) SPD expansion and funding. In consultation with SPDAC, the superintendent will:
- (1) Develop a long-range plan for expanding the adoption of site-based participatory decision-making in MCPS schools
  - (2) Actively encourage schools to participate in SPD
  - (3) Request funds in each year's operating budget for training, start-up costs, and technical assistance for SPD units
- (d) Training and leadership development. Each year, the superintendent will assure that:
- (1) In consultation with constituent organizations, information, orientation and

training about the concepts and processes of site-based participatory decision-making are provided to all constituencies, including area and central office staffs

- (2) In consultation with SPDAC, ongoing training opportunities are provided for staff and parents in units that have adopted SPD
  - (3) Administrator training programs provide opportunities to understand, prepare for and support SPD
- (e) Application for SPD. Schools that want formal support to initiate site-based participatory decision-making will:
- (1) Have at least one representative from each constituent group participate in a series of information, orientation, and training sessions on SPD
  - (2) Determine, following this training and subsequent discussions among and between constituent groups in the unit, whether the administrator, a clear majority of teachers and supporting staff, and the governing bodies of the organization representing parents and secondary school students, support the initiation of SPD
  - (3) Submit a written application to the facilitator. The SPDAC will review all applications to determine if the above requirements have been met and will recommend new units to initiate formal, site-based participatory decision-making
- (f) SPD site planning. In planning to become an SPD unit, each school should:
- (1) Conduct a self-analysis of its needs and circumstances (This analysis may address such factors as student achievement levels, structure and organization, goals, implementation of MCPS goals and the Program of Studies, allocation of resources, and staff development.)
  - (2) Plan activities and allocate time for shared decision-making based on current research and

the professional judgment and experience of participants

- (3) Design and institute a structure through which those involved in making decisions will hold themselves accountable for their outcomes and can be held accountable by those they represent
  - (4) Assure ongoing evaluation of shared decision-making processes as well as progress toward established goals
  - (5) Consider non-traditional and innovative approaches to improving the school or unit and its contribution to the success of students and public education in Montgomery County
- (g) SPD requirements. While SPD encourages innovation and flexibility, units should implement SPD as described in this policy and must:
- (1) Strive to improve educational opportunities for all students
  - (2) Observe all pertinent federal and state laws and regulations, Board of Education policies and goals, and all collective bargaining agreements (see Section (h) Waiver)
  - (3) Seek from all constituent groups an increased commitment to the school, a climate of collegiality, and a structure that ensures each group's participation in decision-making
  - (4) Advise appropriate area and central office staff of planned changes in curriculum or other systemwide procedures
  - (5) Avoid activities that may have a negative impact on other schools
- (h) Waivers. If a school proposal conflicts with a Board policy or collective bargaining agreement, the school may request a waiver. Waiver requests must be submitted to the SPD facilitator, endorsed by SPDAC and the superintendent, and approved by the Board. Waivers of provisions in collective bargaining agreements must also be approved by the organization that is a party to the agreement.

- (i) Withdrawal from SPD. If, after making good faith efforts to implement SPD, one or more constituencies in a unit is considering withdrawing its support and participation, the unit steering committee shall notify the facilitator. The facilitator and/or SPDAC liaison will be available to meet with the unit to discuss its problems and provide support needed to maintain its continued participation in site-based participatory decision-making. If that support is unsuccessful, and a majority of one or more constituencies determines to withdraw from participation, the unit shall lose its designation as a formal site-based participatory decision-making unit, all rights enumerated in this policy, and any unspent funds provided to it for this purpose.

4. Desired Outcomes

- (a) Improved student learning outcomes and opportunities
- (b) Improved cooperation and collegiality among staff and with parents and students
- (c) Improved accountability
- (d) Greater decentralization of decision-making

5. Implementation

- (a) The superintendent, in cooperation with SPDAC, will establish regulations as they are needed to implement this policy and will assign responsibility for monitoring and reporting progress in achieving the goals of this policy.
- (b) Regulations developed in support of this policy will be sent to the Board as items of information.

C. REVIEW AND REPORTING

1. An annual report will be made to the Board of Education on the progress of site-based participatory decision-making.
2. This policy will be reviewed every three years in accordance with the Board of Education's policy review process.

3. As part of that review process, or in the event that any policy changes are otherwise proposed, the Board will invite each constituent organization to submit in writing its views on proposed policy changes. The Board will discuss any recommendations for changing the policy with all constituent organizations and seek consensus on the proposed changes.

Re: STATUS REPORT ON DEVELOPMENT OF  
MINORITY STUDENT ACHIEVEMENT PLAN

Mr. Ewing reported that the Board had asked Dr. Vance to provide a status report on development of a comprehensive implementation plan for the goals adopted by the Board of Education.

Dr. Vance recalled that he had requested an opportunity to present an update and a status report on how he and staff were proceeding with developing a comprehensive plan which would address the Board's seven minority educational achievement goals. He thought it was important to have a public dialogue with the Board to see whether the staff was on target. Secondly, it was important to send a message to the community that he and staff were actively engaged in developing such a plan.

Dr. Vance stated that on May 28 the Board had adopted seven goals and directed the superintendent to prepare a comprehensive implementation plan. The paper before the Board outlined how he planned to carry out this directive and presented a plan for Board consideration in October. Their focus in the paper was referenced in one of the source documents he had reviewed again. It was a publication from Cambridge, Massachusetts, entitled, "Education that Works: An Action Plan for the Education of Minorities." He read the following statement from the publication:

"We recognize that the educational concerns facing this nation cross all racial and ethnic bounds, and that many Asian Americans, Native Americans, other Hispanics, recent immigrants, African Americans, and low-income whites have not been served well by educational systems. We focus on the five groups above because historically they have been under-educated in America. However, the educational system we envision will benefit all Americans."

Dr. Vance thought this was applicable to their initiatives in the context of Montgomery County. While their emphasis had to be on raising the levels of achievement of low-achieving, under-achieving Asians, African Americans, Hispanics, and Native Americans, they would do that in the context of working to raise the achievement of all students. Today they would present a plan to improve the academic progress of low- and under-achieving

students. In October he would be presenting the total plan. The plan would be an integral part of the school system's vision for the 90's. He emphasized that the goals would not be separate and apart from the educational mandate.

Dr. Vance said that a plan for low- and under-achieving students must be a part of the total school mission and part of everything they did. They would provide a series of tasks and activities to achieve each of the Board-mandated goals. He cautioned that they intended to focus their attention on strategies that had the highest priorities and spend the money and the time needed to accomplish those successfully rather than provide the Board with an ambitious but unworkable plan. He wanted to make sure that this approach met the Board's goals and expectations.

Dr. Vance introduced Mr. Wayne Harris, a Harvard University intern who would be working with Dr. Vance through February; Mrs. Marie Heck, the superintendent's staff assistant, and Dr. Joy Frechtling, director of the Department of Educational Accountability. He said that Mrs. Gemberling would be making a presentation to the Board on the second goal adopted by the Board which was "to bring about those changes in characteristics and services of the schools of the Montgomery County school system that are specifically designed to meet the individual educational needs of all students."

Mrs. Gemberling explained that they tried to look at the goals as set out, and in some cases the Board had had policy suggestions. They also tried to look at initiatives that were already in place either through their own design or those coming from state and national mandates. She said that the proposed plan was not a concrete plan for the second goal. It was an example of the approach they wanted to take. They had picked five major strategies and had provided a rationale for each strategy. She suggested they turn to the visual on the systemwide student data base. This represented just one strategy, and there were five strategies in this one goal. They might have fewer or more strategies for the other goals. If this was an acceptable approach for looking at the goals, they would look at all the goals and come back to have an agreement on what would be the priority tasks. As they analyzed the situation, they began to see some overload and choices would have to be made. She pointed out that these were not fixed dates but rather examples of what could be done. They would have to establish time, staff, and resource priorities.

Mr. Harris said he would begin with the belief that all youngsters could learn, and that it was the responsibility of all of them to ensure that youngsters did learn. If Montgomery County was going to continue to be among the best, this task had to be carried out. He thought that the plan Dr. Vance was going

to be proposing demonstrated his commitment to the belief that all students could learn. Mr. Harris thought that Mrs. Gemberling had been clear about how difficult this would be and the time that it would take. He thought that making initial choices would provide some direction in making the rest of the choices. He said that Dr. Vance's focus on educating all youngsters while putting emphasis on youngsters who were low-achieving was an important one.

Mrs. Fanconi commented that getting this status report was both frustrating and exciting. It had been obvious from their discussions that they felt they needed to have done all of this yesterday. Part of her excitement was that they were actually talking about strategies that were going to affect their ability to assess where an individual child was and how to improve that child's educational outcomes. By looking at the one goal it was clear that they had grossly underestimated the amount of time needed because it was a mammoth undertaking.

Mrs. Fanconi said she would be looking for staff development as one of the services and characteristics of schools that touched students most directly. They talked about the need to put in the Student Information Management System (SIMS) which allowed the principals and teachers to work very specifically with lots of different variables during the year to try and identify those students having the most trouble and to work on strategies to address that. She hoped that they would add into the implementation schedule an active and planned campaign to look at business funding and PTA fund raising to get those systems on line. She did not think this was something that had to be done only through the MCPS budget process.

Mrs. Fanconi said that in one section of the report they were talking about gathering data as a system. Section 2.2 seemed to say that they were going to pull a lot of the information from SIMS into the main data base, and she had some problems with this. Mrs. Gemberling replied that there was no intent to pull up from school-created data bases. They did collect information on the mainframe, but the unique projects at the school level would stay in the school.

Mrs. Fanconi recalled that Dr. Gordon had spent a lot of time on the issue of gathering data. He was concerned about getting socioeconomic data. She asked that in October they provide a separate sheet or a reference to the specific recommendations made by Dr. Gordon about what should go on the mainframe.

Mrs. Fanconi asked whether they were talking about successful practices in Section 3.1 She thought that successful practices was looking at developing models and disseminating them to other

schools. Mrs. Heck replied that it would be part of what they should be doing.

Dr. Cheung liked the approach proposed by Dr. Vance. Data and information were very important in terms of coming up with improvements and solutions about the outcomes of student learning. Often they made decisions without information or data. He thought the data should be student based, and it could be used by individual students to track his or her own performance and learning. Students would be able to find out what they needed to improve. The data should be used by students and teachers. The next level would be the interest of the principal. Therefore, he wanted to make sure that SIMS could be used by all three groups. The systemwide student data base would roll up the data to look at trends and characteristics of students, schools, and communities. The area and central offices could use this information to make decisions. If they were concerned about security, they could have different securities at each level. Dr. Cheung thought they would be able to look at trends to find early warning signals from the system to the school to the individual student. If they had early warnings, change could be made before failure occurred.

Mrs. DiFonzo commented that one of the phrases that had been used around the table over the past few months was "business as usual." They had used it in the context of substantially cutting back staff in light of the budget situation. She said that as she looked at the paper before the Board it seemed to her that what they were articulating here was an MCPS business as usual approach. She was concerned that this approach might be overly ambitious in terms of existing personnel and support at the area offices. She asked whether they had the necessary people and the necessary resources to accomplish the plan. Dr. Vance replied that they did intend to focus their attention on those strategies and initiatives that had the highest priority. They intended to look at existing resources and recommend to the Board that they spend the time and money to accomplish these tasks. He did not intend to recommend an overly ambitious and unworkable plan. He intended that his recommendations would be within the context of existing resources.

Mrs. Hobbs asked whether they would be communicating with Dr. Gordon and the advisory committee prior to October. Dr. Vance replied that contacts with Dr. Gordon would be informal, and he had continued his personal contacts with Dr. Gordon. However, he did not plan to bring Dr. Gordon back to the county unless the Board directed him to do so. He had scheduled a formal meeting with the advisory committee to solicit their support.

Mrs. Brenneman thought that the paper was very well done. She thought that one of the high points of the paper was that the

strategies were prioritized. She thought this was also a response to the community because during public testimony it was suggested that the Board prioritize and go with a few things that they knew would work or that they hoped would work.

Ms. Gutierrez regretted that the Board did not have more time to review the paper before the Board meeting. She shared Mrs. Fanconi's sense of excitement and frustration, but hers was perhaps more frustration than excitement. Her expectations were different from what was in front of the Board. She was not saying that the paper missed the boat, but there were some key things she did not see in the paper. There was an enormous focus from Dr. Gordon on policy and policy changes. However, the report did not recommend changes in policies. If they did not move forward on the policies, they would not see the kind of significant changes that were outlined in the Gordon report and in the Board's report. She requested that in October the staff highlight policy areas, where policies were missing or where they needed to change policies.

Dr. Vance apologized for not getting the report to the Board prior to this week. In addressing each of the Board's goals, they had attempted to recommend a policy or regulation change where appropriate. For example, by spring 1992 a committee would recommend policy and regulation changes in the area of grouping. He cited other examples where the executive staff would review policy changes. He suggested that perhaps they should have highlighted this part of the plan. Ms. Gutierrez agreed and suggested the Board needed to be clearer on what to expect.

Ms. Gutierrez said that as she read this paper she agreed with Mrs. DiFonzo that it did reflect the business as usual approach. It did include on-going initiatives which added to the flavor of business as usual. While they had to continue to do business as usual, they had to make sure they were changing the way they did business in the ways that were clearly indicated by Dr. Gordon and the goals of the Board. This did not mean additional resources or piling it on what they were already doing. It was much more of an evaluation in those areas that were very clear in the Gordon report where changes should be made. She felt that they could not take too long to make some changes. She believed that the recommended timeline was a very long one, and she would prefer to see where some quick gains might be made.

Mrs. Gemberling reported that the timelines were not set in concrete. They had had some earlier timelines, but if every timeline was immediate and choices had to be made, it would appear that they were backing off. After they had developed all of the strategies, a decision would have to be made as to which would go first.

Mr. Ewing thought that the format of the plan moved them in the right direction. He shared the view expressed by Ms. Gutierrez that policy change was critical in a number of areas. He would hope that it would be a matter of highlighting that and making it clear that that was an issue that was very much on the agenda of the superintendent and his staff as they reviewed what needed to be done. He would err on the side of saying that in some areas they needed policy, not so much to change practices, as to reinforce the message.

It seemed to Mr. Ewing that having observed what had been done in this arena for a considerable length of time, there was in the history of their efforts evidence that they began things, stopped them, changed direction, and adopted new strategies sometimes for good reasons and other times only because the people changed. The virtue of having a policy statement was that it might have a slightly longer shelf life than some of the other things they had done. It also obliged future Boards to come back to the original policy and rethink it if they wanted to move in a different direction.

Mr. Ewing thought it was a good thing to put the seven goals and other recommendations in the context of an overall plan for the future which Dr. Vance was calling "The Vision for the '90's." However, they had to be careful not to lose sight of what got them to this point today. If they had a good track record in all respects in dealing with the educational needs of students from the African American, Asian American, and native American communities, they would not be talking about this issue today. They did not have an altogether enviable record, and they had been struggling with what to do about that for a very long time. Consequently they had to continue to keep track of how their educational programs were impacting those various groups. They had to make sure that they did not lose sight of the issue. For example, the issue was not helping low-achieving students. The issue was also what was it they did or did not do that did or didn't help these students of varying racial and ethnic groups. In his judgment, they had to be explicit about that because there were existing attitudes that made it hard for those students to achieve all that they should achieve. This was not because everyone was a racist, but it was because there were residual attitudes and behaviors and expectations that were negative and got communicated to students and interfered with the ability of students to achieve.

Mr. Ewing emphasized that they had to make sure that what they did was informed by what they knew about what had happened and also what needed to happen. He was going to look very closely at what the superintendent provided the Board to make sure that the comprehensive plan did that.

In regard to resources, Mr. Ewing hoped that he was not hearing that they would never ask for any additional resources. They could, for example, decide to redirect resources. He hoped they would see some evidence that the superintendent had given consideration to moving resources. It was also true that if they were talking about a vision for the '90's, he hoped that the '90's would not repeat the '80's or the '70's. He hoped they would see there were some things that they had to do that were not only different in terms of requiring shifts of resources but that they had not finished the task. The task was expensive, and they might have to ask for additional resources. He had no apologies for that. He thought they should be asking for what they needed, and what they needed ought to be informed by a systematic analysis of what their needs were and by a plan to address those needs.

Mr. Ewing also shared the concern expressed by Ms. Gutierrez about the timelines. In regard to student grouping, he said that if he were a parent who was an advocate for the gifted and talented, this would make him excessively nervous. The document appeared to read that they were after the gifted and talented program. He knew that there was a strong emphasis on heterogeneous grouping, but the issue was whether they were going to move in the direction of saying they were not going to do that any more.

Mr. Ewing said that what he had heard was the Board was pleased to have had the chance to receive a status report. They thought that the structure of the approach was good. He thanked staff for their comments.

Re: EXECUTIVE SESSION

The Board met in executive session from 12:35 p.m. to 1:45 p.m. to discuss site items, administrative reorganization, legal issues, and negotiations.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Margaret Ascienzo, Einstein Cluster Coordinator
2. Martin Klauber
3. Pastor Robert Crowley, Montrose Baptist Church
4. Georgia Allen
5. Diane Kummer
6. James Farmer
7. Carol Mathews, Montgomery County School Health Services
8. Dr. Steve Tuck, Medical Advisor to the Board of Education
9. Mike Calsetta, Knights of Columbus
10. Barbara Ruppert



	Total	\$190,000
186-91	Elementary Mathematics Supplies	
	<u>Awardees</u>	
	Cuisenaire Company of America	\$ 4,928
	Delta Education, Inc.	2,026
	Educational Teaching Aids	14,104
	J. L. Hammett Company, Inc.	134
	Nasco	674
	Summitt Learning, Inc.	8,319
	Total	\$ 30,185
190-91	Trucks	
	<u>Awardee</u>	
	Chesapeake Ford Truck Sales, Inc.	\$100,892
192-91	Diplomas, Certificates and Certificates of Merit	
	<u>Awardee</u>	
	Jostens, Inc.	\$ 66,134
200-91	On-Site Service for Microcomputer Maintenance	
	<u>Awardee</u>	
	Technical Specialties, Inc.	\$ 85,000
203-91	Fresh Donuts	
	<u>Awardee</u>	
	Montgomery Donut Company, Inc.	\$ 71,253
204-91	Soft Pretzels	
	<u>Awardee</u>	
	Glennco Corporation	\$ 25,547
205-91	Glass and Glazing Materials	
	<u>Awardees</u>	
	Capitol City Glass Company, Inc.	\$ 6,954
	Commercial Plastics & Supply Corp.	25,446
	Hawkins Glass Company, Inc.	92,067
	Total	\$124,467
214-91	Micrographic Equipment	
	<u>Awardees</u>	

August 8, 1991

National Micrographics Systems, Inc.	\$ 23,745
The Library Store, Ltd.	<u>3,312</u>
Total	\$ 27,057
MORE THAN \$25,000	\$720,535

\*Denotes MFD vendors

RESOLUTION NO. 649-91      Re: FUTURE QUINCE ORCHARD ELEMENTARY  
SCHOOL #7 SITE

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

WHEREAS, The County Council appropriated funds in the Board of Education's Future School Sites Account for land acquisition; and

WHEREAS, A Site Selection Advisory Committee was established to recommend an appropriate site for the future Quince Orchard Elementary School #7 to open in 1993; and

WHEREAS, The Site Selection Advisory Committee recommends a 12-acre parcel located in the northwest quadrant of Darnestown (MD 28) for Quince Orchard Elementary School #7; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute the Agreement of Sale for the purchase of the future Quince Orchard Elementary School #7 site at a price of \$575,000, in accordance with the terms reviewed and approved by the Board's attorney.

RESOLUTION NO. 650-91      Re: HEALTH ROOM ADDITIONS AND  
RENOVATIONS - GLEN HAVEN AND  
SEVEN LOCKS ELEMENTARY SCHOOLS

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

WHEREAS, On July 25, 1991, the following bids were received for health room additions and renovations at Glen Haven and Seven Locks elementary schools, with work to begin in August and be completed by October 16, 1991;

<u>BIDDER</u>	<u>BID AMOUNT</u>
1.    3K Construction Company, Inc.	\$127,397
2.    Smith & Haines, Inc.	185,150
3.    Northwood Contractors	199,700

and







sufficient funds are available to award the contracts; now therefore be it

Resolved, That contracts be awarded to the low bidders for the projects and for the amounts listed below:

<u>Project</u>	<u>Amount</u>
Electric Light Fixtures Cresthaven and Georgian Forest elementary schools <u>Low Bidder</u> : Tex-Am Construction Co., Inc.	\$47,757
E. Brooke Lee Middle School <u>Low Bidder</u> : Bethesda Armature Co., Inc.	4,375
RESOLUTION NO. 656-91	Re: CHANGE ORDER FOR JOHN F. KENNEDY HIGH SCHOOL

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

WHEREAS, Certain stormwater management devices that were included in the contract documents for the John F. Kennedy High School addition were eliminated due to a change in the plans; and

WHEREAS, This work was included in the contractor's bid proposal and its elimination resulted in a credit to MCPS; now therefore be it

Resolved, That a \$39,990 credit change order to the contract with Columbia Construction Co., Inc., for the John F. Kennedy High School addition be approved.

RESOLUTION NO. 657-91	Re: HEALTH ROOM MODIFICATIONS FOR VARIOUS SCHOOLS
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On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Brenneman, the following resolution was adopted unanimously#:

WHEREAS, On August 2, 1991, the following bids were received for health room modifications at Lucy V. Barnsley, Belmont, Bethesda, Flower Valley, Harmony Hills, Highland View, Lakewood, Oak View, William Tyler Page, and Ritchie Park elementary schools, with work to begin in August and be completed by October 15, 1991:

<u>Bidder</u>	<u>Bid Amount</u>
1. Ruppert Brothers Construction Co., Inc.	\$ 95,982
2. Smith & Haines, Inc.	107,500
3. Hanlon Construction Company, Inc.	142,750

and

WHEREAS, Ruppert Brothers Construction Co., Inc., has performed similar projects satisfactorily for MCPS; and

WHEREAS, The bid is below the staff estimate of \$110,000; now therefore be it

Resolved, That a \$95,982 contract be awarded to Ruppert Brothers Construction Co., Inc., for health room modifications at Lucy V. Barnsley, Belmont, Bethesda, Flower Valley, Harmony Hills, Highland View, Lakewood, Oak View, William Tyler Page, and Ritchie Park elementary schools, in accordance with plans and specifications prepared by Arley J. Koran, Inc., Architects.

RESOLUTION NO. 658-91      Re:    AUTHORIZED SIGNATORIES FOR BOARD OF  
EDUCATION BANK ACCOUNTS

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

WHEREAS, The Board of Education, by Resolution No. 573-91, approved the reorganization recommended by the superintendent resulting in the deletion and creation of positions and titles which necessitates the updating of staff persons authorized to sign checks; and

WHEREAS, It is necessary to continue the policy of having several employees authorized to sign checks so that periods of leave and absences may be covered; and

WHEREAS, The staff persons authorized by Board Resolution No. 358-90 to sign checks were the superintendent of schools; the associate superintendent for supportive services; the director, Department of Financial Services; the director, Division of Insurance and Retirement; the claims officer in the Division of Insurance and Retirement; and the director, Department of School Services; now therefore be it

Resolved, That Resolution No. 358-90 be rescinded; and be it further

Resolved, That the authorized signatories for bank accounts shall be the staff persons in the following positions: the superintendent of schools; the deputy superintendent for planning, technology and supportive services; the director, Department of Financial Services; the director, Division of Insurance and Retirement; the claims officer, Division of Insurance and Retirement; and the director, Department of Educational Facilities Planning and Capital Programming.

RESOLUTION NO. 659-91      Re:    UTILIZATION OF FY 1992 FUTURE SUPPORTED PROJECT FUNDS FOR THE ENVIRONMENTAL ISSUES AND CHESAPEAKE BAY TRAINING SESSION

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1992 Provision for Future Supported Projects a grant award of \$4,000 from the Maryland State Department of Natural Resources for an Environmental Issues and the Chesapeake Bay Training Session in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$2,952
3 Other Instructional Costs	811
10 Fixed Charges	<u>237</u>
Total	<u>\$4,000</u>

and be it further

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

RESOLUTION NO. 660-91      Re:    UTILIZATION OF FY 1992 SUPPORTED PROJECT FUNDS FOR THE KOREAN LANGUAGE PROGRAM AT RICHARD MONTGOMERY HIGH SCHOOL

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1992 Provision for Future Supported Projects a grant award of \$12,500, from the fund-raising committee of the Korean Community within the Washington

metropolitan area, to continue a Korean language program at Richard Montgomery High School in the following categories:

<u>Category</u>	<u>Position*</u>	<u>Amount</u>
2 Instructional Salaries	.2	\$11,059
3 Other instructional costs		362
10 Fixed charges	—	<u>1,079</u>
Total	<u>.2</u>	<u>\$12,500</u>

\* .2 A-D teacher (10 month)

and be it further

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

RESOLUTION NO. 661-91      Re:    UTILIZATION OF FY 1992 FUTURE  
SUPPORTED PROJECT FUNDS FOR THE  
CHAPTER 2 EDUCATIONAL IMPROVEMENT  
PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1992 Provision for Future Supported Projects in Category 3 -- Other Instructional Costs, an additional \$26,078 from the U.S. Department of Education through the Maryland State Department of Education under the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, for the Chapter 2 Educational Improvement Program, Library and Learning Resources Project; and be it further

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

RESOLUTION NO. 662-91      Re:    FY 1992 SUPPLEMENTAL APPROPRIATION  
FOR PROJECT HIGH HOPES AT  
MONTGOMERY BLAIR HIGH SCHOOL

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1992 supplemental appropriation of \$55,394 from Montgomery College's Montgomery Employment and Training (MET) administrative



Resolved, That the superintendent be authorized, subject to the approval of the County Council, to effect the following transfer:

<u>Category</u>	<u>Description</u>	<u>To</u>	<u>From</u>
1	Administration	\$	\$1,025,000
2	Instructional Salaries		540,000
3	Other Instruc. Costs		1,437,000
4	Special Education	1,500,000	
7	Student Transportation	1,590,000	
8	Operation of Plant/Eq.		500,000
9	Maintenance of Plant		260,000
10	Fixed Charges	<u>672,000</u>	<u>                    </u>
	Total	<u>\$3,762,000</u>	<u>\$3,762,000</u>

and be it further

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

RESOLUTION NO. 664-91      Re:    FY 1992 SUPPLEMENTAL APPROPRIATION  
FOR AN ESOL SHORT-TERM TRAINING  
PROGRAM

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1992 supplemental appropriation of \$87,832 from the U.S. Department of Education (USDE) to establish a short-term training program for principals, ESOL teachers, and classroom teachers in the following categories:

<u>Category</u>	<u>Position</u>	<u>Amount</u>
2	Instructional Salaries      0.5*	\$58,679
3	Other Instruct. Costs	17,300
10	Fixed Charges	<u>11,853</u>
	Total	<u>\$87,832</u>

\* 0.5 Teacher (A-D)

and be it further



WHEREAS, To maintain a financially solvent food service operation it is necessary to generate an additional \$1,249,564 in revenue in FY 1992; now therefore be it

Resolved, That the price of the elementary school lunch be increased from \$1.20 to \$1.30, and secondary school lunch from \$1.30 to \$1.40; and be it further

Resolved, That the price of adult lunch served in schools be increased from \$2.00 to \$2.30; and be it further

Resolved, That the price increases be effective September 3, 1991.

Re: UPDATE ON SCHOOL CONSTRUCTION

Dr. Rohr reported that this was the third and last update regarding school construction during the summer. He believed that the reports had been favorable, especially considering the magnitude of this year's program.

Mr. Richard Hawes, director of the Division of Construction, believed they were in very good shape as far as completing their projects. All of the relocatable classrooms had been moved, and the roof repair program was on schedule. They were in all the new and modernized facilities scheduled to open in September. Mrs. Hobbs inquired about the starting time for the Springbrook site preparation. Mr. Hawes replied that they might do some asbestos removal in the building during the winter break or they might start doing some of the site work in early spring. However, they had not finalized those plans.

Mrs. Hobbs asked staff to provide the Board with the dates of the open houses for the new and modernized schools. Mrs. Fanconi asked when staff would be able to get into Viers Mill. Mr. Hawes replied that the principal had moved into the building, and spaces were being made available for staff. He was watching that project very closely and MCPS staff visited the site daily. Mrs. Fanconi asked that she be provided with the number of change orders on this project.

Dr. Cheung asked about Tilden moving into the Woodward facility. Mr. Hawes replied that this was going very well. The Woodward facility was complete except for some minor plumbing work. The relocatable classrooms from North Lake would be installed in the next two weeks. He reassured Mrs. Hobbs that the Einstein gymnasium was just about complete and would be finished before the start of school.

Dr. Rohr commented that in his experience with construction, he did not ever recall MCPS projects being this well along in



recommended that a new facility be constructed and have approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the Forest Knolls Elementary School modernization and addition developed by Cooper Carry & Associates, Inc.

RESOLUTION NO. 668-91      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON FOREST KNOLLS ES

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

Resolved, That the proposed resolution be amended in the Resolved clause to substitute "the new Forest Knolls Elementary School" for "the Forest Knolls Elementary School modernization and addition."

RESOLUTION NO. 669-91      Re:    PRESENTATION OF PRELIMINARY PLANS -  
FOREST KNOLLS ELEMENTARY SCHOOL

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

WHEREAS, The Board's FY 1991 Capital Budget included planning funds for the modernization/addition of Forest Knolls Elementary School; and

WHEREAS, Due to the extensive modernization work that is necessary for the existing building and the size of the addition required to meet the program and special needs of students with orthopedic disabilities, the architect conducted a study comparing the cost of the modernization/addition to constructing a new facility; and

WHEREAS, The comparative study indicated that the modernization/addition and new facility costs are similar, and that a new facility has distinct advantages over a modernization; and

WHEREAS, The Forest Knolls Elementary School planning committee, staff, and architect, upon review of the comparison study, have recommended that a new facility be constructed and have approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the new Forest Knolls Elementary School developed by Cooper Carry & Associates, Inc.



Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Euleta C. Rockwell and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made part of the minutes of this meeting and a copy be forwarded to Mrs. Rockwell's family.

RESOLUTION NO. 673-91      Re:    DEATH OF CYNTHIA L. SHNIDER, SCHOOL SECRETARY I AT SHERWOOD HIGH SCHOOL

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

WHEREAS, The death on July 20, 1991, of Mrs. Cynthia L. Shnider, a school secretary at Sherwood High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Shnider had been a member of the staff of Montgomery County Public Schools for almost five years; and

WHEREAS, Mrs. Shnider provided a valuable service to her school; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mrs. Cynthia L. Shnider and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made part of the minutes of this meeting and a copy be forwarded to Mrs. Shnider's family.

RESOLUTION NO. 674-91      Re:    PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Elfreda W. Massie	Dir. of Personnel Baltimore County Public Schools Baltimore, MD	Director, Dept. of Personnel Svcs. Grade Q Effective: 9-3-91

## RESOLUTION NO. 675-91 Re: PERSONNEL REASSIGNMENT

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

Resolved, That the following personnel reassignment be approved:

<u>Reassignment</u>	<u>From</u>	<u>To</u>
Mary Helen Smith	Area Director for Ed. Svs. Area 3	Director, Dept. of Curr. & Instruction Grade Q Effective: 8-9-91

## RESOLUTION NO. 676-91 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Lucinda Sullivan	Principal Redland MS	Director Div. of Acad. Skills Grade P Effective: 8-9-91

## RESOLUTION NO. 677-91 Re: PERSONNEL REASSIGNMENT

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

Resolved, That the following personnel reassignment be approved:

<u>Reassignment</u>	<u>From</u>	<u>To</u>
Anthony J. Paul	Asst. Principal Kemp Mill ES	Coordinator Programs for SED Dept. of Spec. Ed. Grade O Effective: 8-9-91

## RESOLUTION NO. 678-91 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Michael W. Headman	Elem. Principal Trainee Olney ES	Principal Lakewood ES Effective: 8-9-91

## RESOLUTION NO. 679-91 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Paul E. Tubin	Principal Holbrook Rd. ES Centereach, NY	Principal Stonegate ES Effective: 8-9-91

## RESOLUTION NO. 680-91 Re: PERSONNEL APPOINTMENT AND TRANSFER

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

Resolved, That the following personnel appointment and transfer be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Francis J. Robacker	Admin. Intern Quince Orchard HS	Asst. Principal Quince Orchard HS Effective: 8-9-91

<u>Transfer</u>	<u>From</u>	<u>To</u>
Laurence Jeweler	Asst. Principal Farquhar MS	Asst. Principal Winston Churchill HS Effective: 8-9-91

## Re: BOARD MEMBER COMMENTS

1. Mrs. DiFonzo reported that last week she had attended a dinner meeting with the state Board of Education as well as representatives of other boards. The topic of the meeting was the Maryland State School Performance Plan and the criterion-referenced tests. It was an open and vigorous discussion, and the state Board received a strong message from local boards about concerns with the CRTs and the impact of the tests including actions that the state Board would take about the results of the tests. She felt that the state Board had not answered their questions about MSPP. She indicated that the state Board had taken some preliminary actions in terms of addressing Carnegie credits which would have significant impact on school systems having only six periods. She felt that this would be a devastating blow to honors programs, AP courses, and electives such as fine arts. She recommended that the Board discuss its position on the issues and testify on October 29.

2. Mrs. Fanconi felt that the local PTAs and MCCPTA should be made aware of the new state proposal on graduation requirements. PTAs should be asked to provide input to the Board so that testimony could be prepared for October 29. She asked that the superintendent transmit the proposals. Mr. Ewing agreed that the Board needed time in the fall to review this issue.

3. Mrs. Fanconi recalled that during the minority education forum they had a large number of people who came to testify. These people had great difficulty in moving the chairs to get to the microphones, and she noted that the chairs around the Board table now had wheels.

4. Mr. Ewing pointed out that the Board had received an item of information on a timeline for the eastern area secondary solutions (Blair area). While he had no problem with the steps outlined, he had hoped the Board could address this issue this fall. When this came before the Board, he hoped they would consider some changes in the timeline.

5. Ms. Gutierrez reported that the Board had received a copy of the Council's proposed study on the organization of MCPS. She believed that the Council was going to go ahead with the study. She was concerned about the amount of support that would be required from MCPS when the study was underway. While it was important to cooperate with the study, she suggested that the superintendent try to keep some control as to the numbers of hours required of staff and the expense involved. The Board had made it clear that the school system was in the process of change, and she would not like to see them divert their energies at this time. Dr. Vance indicated that he had read the RFP and

would be meeting with one of the consultants. The intent of the meeting would be to address many of the issues raised by Ms. Gutierrez. While they did want to be cooperative, they needed to know just what was expected of MCPS staff and the timeframe involved.

RESOLUTION NO. 681-91 Re: EXECUTIVE SESSION - AUGUST 28, 1991

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on August 28, 1991, at 7 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 682-91 Re: MINUTES OF MAY 28, 1991

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

Resolved, That the minutes of May 28, 1991, be approved as corrected.

Re: PROPOSED RESOLUTION TO APPROVE THE  
CONTRACEPTIVE KIT

On July 22, 1991, Mrs. Hobbs moved and Ms. Gutierrez seconded the following resolution:

WHEREAS, The Board of Education's Citizens Advisory Committee on Family Life and Human Development recommended that a "sealed" contraceptive display be approved as an instructional aid for classroom use; and

WHEREAS, This "sealed" display would be used in classes where parental approval is required for attendance; and

WHEREAS, The Board of Education has received letters almost equally divided between those opposing the display and those supporting its introduction; now therefore be it

Resolved, That in support of the recommendation of the Citizens Advisory Committee on Family Life and Human Development, the Board of Education approves the use of the "sealed" contraceptive display for Focus Area Three under the guidelines established in COMAR 13A.04.18; and be it further

Resolved, That as directed by Resolution No. 400-73, June 18, 1973, the sealed contraceptive display would be available in the Carver Educational Services Center and in local high schools for parental review before parents/guardians give or deny permission for their children to enroll in these courses.

RESOLUTION NO. 683-91      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE CONTRACEPTIVE KIT

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

Resolved, That the following be substituted for the third WHEREAS clause of the proposed resolution on the contraceptive kit:

WHEREAS, The Board has received letters both opposing and supporting the use of this display; and

RESOLUTION NO. 684-91      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE CONTRACEPTIVE KIT

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

Resolved, That the following WHEREAS clause be added to the proposed resolution on the contraceptive kit:

WHEREAS, Students and teachers have requested these displays, the display has been through the appropriate review procedure, and visual aids are an accepted educational practice; now therefore be it

Mr. Pischevar made the following statement for the record:

"I was originally asked to second this resolution by the author, Mrs. Hobbs, and I accepted. However, I was on a community service trip in Costa Rica which made it humanly impossible to do so. Let me express the reasons for having accepted the offer of seconding the proposal.

"Obviously I support the concept of the sealed kit, and the reason I do so is painfully logical. There is at this very moment one or more AIDS victims in every zip code in Montgomery County. The teenage population is increasingly being the one to contract and die from this disease and a number of other venereal diseases. The number of cases of AIDS in teenagers doubles every 14 months, and 80 percent of males and 70 percent of females have sex by the age of 20. That means that if they haven't learned and haven't been educated as to how to use protection before the age of 18 when they leave their high schools, they would only have two years to learn for themselves before a majority of students had sexual intercourse -- two years.

"The responsibility of the school system is to educate children. We educate students how to read, write, add, and subtract. We educate students how to draw, how to build cabinets. We do all this for one purpose, because it is essential to their survival in the real world, and 'survival' is a key word. We educate to survive and succeed, and so we must educate students to protect themselves when they decide to have sex so that they can survive in a county where there is an AIDS victim in every community. This we must do or else we would be turning our backs on the very principles that created the philosophy of educating the young -- the principles of destroying ignorance at all levels. The teaching of abstinence should be an equal part of eradicating that ignorance, but it shouldn't be the only part. Both abstinence and contraceptives should receive equal playing time in the classroom, and the decision of which one to utilize should be left up to the judgment of the child and his or her conscience. Choice is what created this nation and is always the best way to go.

"I would like to read several statistics that I gathered. The first one is on sexual activity. The average age of first sexual intercourse for females is 16.2 years. The average age for males is 15.7. A study done in some inner cities showed the average first sexual intercourse was 11.8 years. Contraceptive use -- 14.2 percent or one in seven of teenagers used the condom at the last sexual intercourse. Pregnancy -- 40 percent of all females become pregnant before they turn 20. One in every 10 teen females gets pregnant every year. Fifteen to 19 year-old girls had 1,039,610 pregnancies in 1983 or 110 pregnancies per 1,000

teen females. In the 13 to 14 year-old range, girls had 29,690 or 16.6 pregnancies per 1,000 girls.

"Diseases -- of those currently infected with AIDS, 20 percent of them were infected as teenagers. Teenagers contract 2.5 million cases of sexually transmitted diseases per year.

"For the parents that testified today and said that abstinence should be the only method taught in the classroom, I would like to say this. If you look at the statistics, obviously the majority of students aren't listening to their own parents when they say abstinence is the best way. So who is to say if they are not listening to their parents, that they are going to listen to MCPS. We need to give them options.

"If the parents here today are very worried about mixed messages, I think they should unite and fight against the entertainment industry and the sex shown on TV every day and in the movies. That has a bigger effect on students than what MCPS is trying to do, and MCPS is trying to cope with the problem that that industry has created for society.

"Dealing with some of the public comments and concerns, I would like to make three comments. The contraceptive is not a weapon that can take a life, but a weapon that saves lives. The other concern was that students are going to see this contraceptive display every single day as they pass in the school, and that is not true. It is only used during that unit in the classroom. It is not something they will see every day for the 180 days of school. And the half truths, one mother was worried about -- I took the course and those concerns are taken care of. The statistics are shown, and the students in the classroom are told that condoms and contraceptives do not always work. We are already doing that. So that takes care of that concern.

"I think that is the extent of my comments. I just want to say how important this is for this school system and for the kids. They are out there, and they don't know what they are doing, and they are sometimes controlled by emotions and hormones. They are not going to know how to protect themselves when they make those decisions. We need to do everything to get rid of that ignorance. Thank you."

Mrs. Hobbs assumed the chair.

Re: A MOTION BY MR. EWING ON THE  
PROPOSED RESOLUTION ON THE  
CONTRACEPTIVE KIT

Mr. Ewing moved and Mrs. DiFonzo seconded the following:

Resolved, That the Board of Education postpone action on the proposed resolution on the contraceptive kit to the fall; and be it further

Resolved, That the Board schedule a public hearing in the fall on this issue.

Mrs. DiFonzo asked that the question be divided.

Re: A MOTION BY MR. EWING ON THE  
PROPOSED RESOLUTION ON THE  
CONTRACEPTIVE KIT (FAILED)

A motion by Mr. Ewing that the Board postpone action on the proposed resolution on the contraceptive kit to the fall failed with Mrs. DiFonzo and Mr. Ewing voting in the affirmative; Mrs. Brenneman, Dr. Cheung, Mrs. Fanconi, Ms. Gutierrez, Mrs. Hobbs, and Mr. Pishevar voting in the negative.

Re: A MOTION BY MR. EWING ON THE  
PROPOSED RESOLUTION ON THE  
CONTRACEPTIVE KIT (FAILED)

A motion by Mr. Ewing that the Board schedule a public hearing in the fall on the contraceptive kit failed with Mr. Ewing voting in the affirmative; Mrs. Brenneman, Dr. Cheung, Mrs. Fanconi, Ms. Gutierrez, Mrs. Hobbs, and Mr. Pishevar voting in the negative; Mrs. DiFonzo abstaining.

Mr. Ewing assumed the chair.

RESOLUTION NO. 685-91 Re: APPROVAL OF THE CONTRACEPTIVE KIT

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

WHEREAS, The Board of Education's Citizens Advisory Committee on Family Life and Human Development recommended that a "sealed" contraceptive display be approved as an instructional aid for classroom use; and

WHEREAS, This "sealed" display would be used in classes where parental approval is required for attendance; and

WHEREAS, The Board of Education has received letters both opposing and supporting the use of this display; and

WHEREAS, Students and teachers have requested these displays, the display has been through the appropriate review procedure, and visual aids are an accepted educational practice; now therefore be it

Resolved, That in support of the recommendation of the Citizens Advisory Committee on Family Life and Human Development, the Board of Education approves the use of the "sealed" contraceptive display for Focus Area Three under the guidelines established in COMAR 13A.04.18; and be it further

Resolved, That as directed by Resolution No. 400-73, June 18, 1973, the sealed contraceptive display would be available in the Carver Educational Services Center and in local high schools for parental review before parents/guardians give or deny permission for their children to enroll in these courses.

RESOLUTION NO. 686-91      Re: MEETING WITH THE YOUTH ADVISORY COUNCIL

On motion of Mrs. Fanconi seconded by Mr. Chang (on May 14, 1991), the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mr. Pishevar voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, and Mrs. Hobbs abstaining:

Resolved, That the Board of Education schedule a meeting with the Youth Advisory Council so that the Council can present its findings to the Board.

Re: LEGISLATIVE UPDATE

Mrs. Lois Stoner, legislative aide, reported that the Board would not be redistricted for the 1992 election because of that provision in the law which stated that there must be 15 months between the census information and the primary. However, she had heard comments from several delegates as to whether or not the Board districts would be co-terminus with the Council districts. In 1987 they had resisted that because of the timing, the non-partisanship, and not being subject to legislation from the Council. She believed there would be some pressure from the Delegation in that regard. She thought this would be done as local legislation in the fall of 1992 or 1993 because it affected the 1994 election. Mr. Ewing recalled that last time the Board had a major hand in proposing what should be done.

Mrs. Stoner said that the Joint Expenditure Committee on Education had talked about new data on performance. There was a chart which showed there was not a direct relationship between per pupil spending and pupil achievement in the CAT tests. It appeared that there would be money spent because they anticipated putting in the full funding of APEX which was estimated to be \$177 million. However, there was a lot of feeling on the committee that there might be a change in how the funds were distributed. She thought that the wealthy counties would receive less aid. There would be worksessions on August 20 and 21 with decision meetings on August 26 and 27. The committee did spend some time on special education funding and whether excess costs should be funded 80 percent by the state. By the year 2000, this would amount to \$200 million. This was in contrast to a proposal at the Maryland State Board of Education to introduce a bill that would cap the state's contribution for day nonpublic placement and residential nonpublic placements.

Mrs. Stoner reported that the county executive had met with the fiscal chairs of the House and Senate committees. In addition, the Maryland Association of Counties had met with them as a group and would keep meeting. MABE would make efforts in this direction.

Re: A MOTION BY MS. GUTIERREZ ON POLICY  
JED - GUARDIANSHIP

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

Resolved, That the Board of Education revisit MCPS Board Policy JED that deals with guardianship and student placement issues; and be it further

Resolved, That the Board schedule a discussion to see if that policy needs some revision in view of some changes that the Circuit Court has undertaken; and be it further

Resolved, That the Board's legal counsel be asked to express an opinion and to offer some alternative procedures that could be used in administrative regulations to implement this policy.

RESOLUTION NO. 687-91 Re: SUSPENDING THE RULES

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

Resolved, That the Board of Education suspend its rules to take up a matter of new business.



## Re: EXECUTIVE SESSION

The Board met in executive session from 4:55 to 7:05 p.m. to discuss appeals, the Board retreat, the Council's efficiency study of the Board, personnel issues, and the Board meeting schedule.

\*Mrs. DiFonzo left the meeting during this executive session.

RESOLUTION NO. 689-91 Re: BOE APPEAL NO. 1991-15

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-15 (student transfer).

RESOLUTION NO. 690-91 Re: BOE APPEAL NO. 1991-17

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-17 (student transfer).

RESOLUTION NO. 691-91 Re: BOE APPEAL NO. 1991-26

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-26 (student transfer).

RESOLUTION NO. 692-91 Re: BOE APPEAL NO. 1991-29

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-29 (student transfer).

RESOLUTION NO. 693-91 Re: BOE APPEAL NO. 1991-35

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-35 (student transfer).

RESOLUTION NO. 694-91 Re: BOE APPEAL NO. 1991-36

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-36 (student transfer).

RESOLUTION NO. 695-91 Re: BOE APPEAL NO. 1991-38

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-38 (student transfer).

Note: Because neither side received a majority, the superintendent's decision in BOE Appeal No. 1991-38 is affirmed.

RESOLUTION NO. 696-91 Re: BOE APPEAL NO. 1991-39

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-39 (student transfer).

RESOLUTION NO. 697-91 Re: BOE APPEAL NO. 1991-42

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-42 (student transfer).

RESOLUTION NO. 698-91 Re: BOE APPEAL NO. 1991-44

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-44 (student transfer).

RESOLUTION NO. 699-91 Re: BOE APPEAL NO. 1991-45

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-45 (student transfer).

RESOLUTION NO. 700-91 Re: BOE APPEAL NO. 1991-46

On motion of Mrs. Hobbs seconded by Mrs. Brenneman, the following resolution was adopted unanimously\*:

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-46 (student transfer).

\*While concurring in the Decision and Order, Board members Cheung, Ewing, and Fanconi filed an addendum to the Decision and Order.

RESOLUTION NO. 701-91 Re: BOE APPEAL NO. 1991-47

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-47 (student transfer).

RESOLUTION NO. 702-91 Re: BOE APPEAL NO. 1991-50

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-50 (student transfer).

RESOLUTION NO. 703-91 Re: BOE APPEAL NO. 1991-53

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-53 (student transfer).

RESOLUTION NO. 704-91      Re:    BOE APPEAL NO. 1991-57

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1991-57 (student transfer).

Re:    ITEMS OF INFORMATION

Board members received the following items of information:

1. Practical Arts Credit for Community Services
2. Interim Report on Grading and Reporting
3. Minority-, Female-, or Disabled-owned Business (MFD)  
    Procurement Report for the Fourth Quarter of FY 91
4. Items in Process
5. Plan to Plan, Eastern Area Secondary Solutions

Re:    ADJOURNMENT

The president adjourned the meeting at 7:15 p.m.

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PRESIDENT

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SECRETARY

PLV:mlw