

Re: 70TH OBSERVANCE OF AMERICAN
EDUCATION WEEK

Mrs. Hobbs moved and Mrs. Brenneman seconded the following:

WHEREAS, Communities throughout the United States will be celebrating the 70th observance of American Education Week; and

WHEREAS, The theme for this year's celebration is Schools and Communities: Partners for a Strong America; and

WHEREAS, Montgomery County Public Schools is striving to ensure success for every student through partnerships based on teaching and learning among teachers, supporting services employees, administrators and parents; and

WHEREAS, The county school system needs the involvement and support of local communities, businesses, and civic groups in order to be effective in its education mission; and

WHEREAS, The successful education of all Montgomery County students not only contributes to their self-esteem but results in a better quality of life for them and for other residents of the county; now therefore be it

Resolved, That the Board of Education of Montgomery County does thereby recognize the period of November 17 through November 23, 1991, as American Education Week; and be it further

Resolved, That the Board urges all administrators, teachers, supporting services employees, and parents to strengthen efforts to reach out to all students, to expect from all students their very best, and to continue to forge creative partnerships that will help ensure their present and future success.

RESOLUTION NO. 915-91 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON AMERICAN EDUCATION
WEEK

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

Resolved, That the following third Resolved be added to the proposed resolution on American Education Week:

Resolved, That the Board of Education welcomes and invites all members of the broader community to become personally involved in education by visiting their local community schools during American Education Week and reaffirming their support for public education in this manner.

RESOLUTION NO. 916-91 Re: 70TH OBSERVANCE OF AMERICAN
EDUCATION WEEK

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

WHEREAS, Communities throughout the United States will be celebrating the 70th observance of American Education Week; and

WHEREAS, The theme for this year's celebration is Schools and Communities: Partners for a Strong America; and

WHEREAS, Montgomery County Public Schools is striving to ensure success for every student through partnerships based on teaching and learning among teachers, supporting services employees, administrators and parents; and

WHEREAS, The county school system needs the involvement and support of local communities, businesses, and civic groups in order to be effective in its education mission; and

WHEREAS, The successful education of all Montgomery County students not only contributes to their self-esteem but results in a better quality of life for them and for other residents of the county; now therefore be it

Resolved, That the Board of Education of Montgomery County does thereby recognize the period of November 17 through November 23, 1991, as American Education Week; and be it further

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Resolved, That the Board of Education welcomes and invites all members of the broader community to become personally involved in education by visiting their local community schools during American Education Week and reaffirming their support for public education in this manner.

*Mrs. DiFonzo joined the meeting at this point.

Re: GUIDELINES AND POLICY DIRECTION FOR
MID-LEVEL SCHOOLS

Mr. Ewing reported that the Board would review materials provided by the superintendent to give him and the staff direction about

the way the Board wished to proceed in terms of the development of a middle school policy.

Mrs. Gemberling stated that they had pulled together materials developed over the last two years around mid-level issues including the task force report and the response to that report. They had also included some guidelines developed by mid-level leadership to give direction to consistent components that should be in place at the mid-level. These guidelines had been developed within the existing policy framework and within existing budgetary resources. During the summer a colloquium had been held to look at these guidelines and comments were requested from local schools. Board members had been provided with a summary of those comments. She hoped that this session with the Board would give staff a sense of Board priorities before staff began to draft a policy.

Dr. Mary Helen Smith, director of the Department of Curriculum and Instruction, called attention to the fact that almost every mid-level principal was in the audience today. Principals were here as advocates of middle level education and because they believed that students in this age group were unique and had unique needs. Two things that were critical in mid-level education were staffing and training. She introduced Fred Evans, principal of Parkland Middle School; Elaine Seikaly, principal of Gaithersburg Intermediate; and Jay Headman, principal of Julius West Middle School. In addition, Dr. Marlene Hartzman, principal of Eastern Intermediate, and Wayne Whigam, principal of Martin Luther King Intermediate, were in the audience to answer questions.

Ms. Seikaly thanked the Board for the opportunity to address mid-level issues. She did not think there was any more challenging group of students to work with than mid-level children. The mandate to ensure each child's success was only more challenging at the mid-level. They had trouble among themselves reaching consensus, and they wanted the guidelines developed this summer to be guidelines rather than mandates.

Ms. Seikaly said there was agreement on the importance of teaming in their schools. If they were going to monitor individual children, they needed a very organized system to do this. They thought interdisciplinary teams were the answer to that close monitoring. Interdisciplinary teams helped students to be successful in MSPP testing and to develop critical thinking skills, problem-solving skills, and creative thinking skills. Teaming required special considerations in staffing and flexible scheduling.

Mr. Headman explained that when he started teaching it was in a junior high school; however, the teachers had gotten together and

formed their own interdisciplinary teams in that junior high school framework. In a middle school the configuration of interdisciplinary teams was critical to the success of children. The teachers worked and met on a regular basis to talk about curriculum and children. Their schedules were set up so that teachers working with particular students could get together.

Mr. Evans said he had the opportunity to transition from a junior high school to a middle school at Parkland. It was critical to have a blending of staffs who were trained in secondary and elementary education so that the teams could be more effective and evolve their own teaching style. He, too, believed that a middle school was not a true middle school without those interdisciplinary teams. He thought that once they had over 150 students on a team it became unwieldy because teachers had to teach across a team or teach at different grade levels because of staffing constraints. He knew that these were difficult budget times but he asked the Board to keep the size of the team in mind. If teams stayed under 150, students could be monitored more carefully. In a middle school it was much more difficult for a student to fall through the cracks, and it was also easier to recognize students in a positive way.

In regard to the principal as instructional leader, Mr. Evans said that if they wanted to have successful middle schools with a principal who was highly interactive with students, that principal needed the administrative support of two assistant principals. If this could not be done, they had to look at some sort of configuration with deans of students. The 1989 Villani report cited some national statistics that 50 percent of the discipline referrals occurred at the mid-level. Developmentally this was the time when students were experimenting, expressing themselves, and going through lots of changes. Principals needed support to fulfill the role of instructional leader.

Dr. Cindy Sullivan, director of the Division of Academic Skills, explained that she had worked with the K-12 curriculum as counselor, principal, and psychologist. She knew that these children were fundamentally different and must be taught in a manner different from that used with students at other levels. In the Department of Academic Skills they planned instruction to make connections across the disciplines. For middle schools they focused on a strategy-specific type of instruction as opposed to a content-specific, and the team model was the most effective way of delivering this education.

Mr. Headman emphasized that they believed students would be successful and that students should be mainstreamed whenever possible. However, they were finding a larger number of students whose needs could not be met at the local school. There had been a plan to have an alternative off-site program for these

children, but this was cut from the budget. Many principals would like to revisit that issue.

Mrs. Fanconi praised the commitment of these principals to mid-level children. Critical to working with these children was the dedication exhibited by these principals. She asked whether there were other ways to assist with the students Mr. Headman had described such as the Twain satellite program.

Mr. Headman stated that when students were in difficulty, all different interventions were tried. When those interventions were unsuccessful, the team would recommend that the educational management team become involved to come up with new ideas. If at the EMT there was a suspicion of a disability that was interfering with the student's success they go on to a screening SARD. He said that for the children he was talking about, there was no disability, yet these children were still having difficulties in school. They did not qualify for special programs because they did not have a disability. They needed something other than what the local school was able to provide. When this happened with a child, middle school teachers felt a sense of failure. They would try outside programs such as the Other Way, but access to these programs was limited.

Ms. Seikaly explained that part of their frustration was the balance between how much time the staff could give this one student when it was taking that time away from the rest of the students. They thought that child needed to be in an alternative program outside of the school.

Mrs. Fanconi suggested that when they looked at "Success for All Students" they needed to look at how to address success for these students. While they could not start another satellite, they might look at interagency coordination for this critical group of students. These were students with a high potential for dropping out. She thought that SIMS could be used to get data on when these students came to the attention of staff - was it in the third grade? In the fifth grade? Perhaps they needed to look at a preventative setting.

Dr. Smith asked principals to comment on the use of SIMS. Mr. Headman said that in the past when they looked at MSPP and functional tests, it would be paper data. Now they were inputting data that should help identify students at risk. They were also meeting with elementary principals to look at these children and what was going on in the elementary schools. They were able to monitor report card grades and interim reports. He believed that as a tool SIMS allowed them to look at preventive steps. Some of these children starting showing up in the elementary schools, and they had a lot of data on them and what had been tried to help them.

Mr. Evans said that at Parkland all the teams had an at-risk data base through SIMS. He had been able to train his teams, but the problem was they did not have enough terminals to assure access to the data. They were able to assess very quickly which students needed additional help and get that help to them right away. He also had the ability to create his own data bases and had one on his awards program to make sure that all students in the school were recognized. He believed that SIMS was a wonderful tool, but he cautioned that it was not the be-all and end-all for their problems. He pointed out that they had to have a variety of alternatives for these students. The idea was to hook a child who was at risk. One of his teachers had started a chess club after school, and now 35 students were involved in that activity.

Ms. Seikaly reported that they also tracked disciplinary referrals through SIMS which helped them to see patterns earlier. They still needed to come up with the strategies to help that student be successful, but SIMS helped them identify that student. Dr. Sullivan added that the articulation process was supported by SIMS. The data could be used by the middle school and then by the high school. They had continuous data on the child which showed the various interventions. By providing these interventions early in a child's schooling, they could lessen the impact by the middle level.

Dr. Cheung was excited about using technology to tracking individual students. It was important that they not lose any of this information from the early years of a child. He felt that it was important not to have a fixed team. They could have one team that was horizontal, but they could expand this team with other core teachers. He knew that teaming required good communication and team building which required training and trust among the participants. Together a team could do more than an individual teacher. He asked about plans for teachers to have access to this data in every classroom and to have the ability to communicate among themselves.

Mr. Headman reported that at West the Instructional Council had decided to add a computer lab rather than have one computer in each classroom. They had also decided to have a computer for each team room. That computer would be networked to the principal's. He knew more and more teams were using this information because of the files on the hard drive. When they talked about a child they could bring the file up rather than assembling all the paper about that child. Dr. Cheung pointed out that if people did not have access to a computer they tended to lose interest.

Mrs. Brenneman asked how they went about reassuring communities that the middle school philosophy was a good one. Many

communities felt that middle schools were a facilities decision rather than a philosophic decision. When she talked to parents about the team approaches, the nurturing effect, and the interdisciplinary program, many people wondered how MCPS would find the money to do the necessary training. She asked how they could go about convincing communities that middle schools were good, and she asked how the transition took place.

Mr. Evans remarked that he had gone through the transition, and the best thing was to have parents visit an operating middle school and talk to the staff and parents. In addition, there was a whole body of research that stated that a properly organized and oriented middle school was successful with the whole child. He thought they had made a serious error in the United States when they created junior high schools because those schools did not adopt to the developmental nature of adolescents. He related that the most successful middle school was the one where students said, "You are always talking about us." Teaming was absolutely essential to know and share information about the child. The Board would have to deal with the issue of training because not all teachers were going to be successful in a middle school. At Parkland when they made the transition, those who wanted to stay were able to stay and understood from the beginning what the philosophy was going to be in that school.

Ms. Gutierrez commented that she was fully supportive of the middle school approach. She would like more discussion on grouping practices and how this related to the curriculum being delivered during the middle school years. She asked about placing those students into different ability groups that would then predict or limit their access to other courses in high school. MCPS had talked about having every student take algebra. The mid level report talked about how they taught and how they organized to teach. It was less clear on what they were teaching so that they did not continue with courses like basic math where students were just wasting their time.

Dr. Smith agreed that the report talked about children and individual differences to explain that grouping was a critical issue at this level. They did not want a child to stay in one group forever, and that was the advantage of the team approach. If a student had gaps in knowledge, that child could get support to enable him or her to move into regular instruction which would lead to algebra. A student could move in and out of groups to get this support. Dr. Smith felt that they should look at how high schools were organized in terms of meeting student needs. She thought it was a good sign that principals were talking to one another from elementary to mid level to the senior high level.

Ms. Gutierrez asked if they would be eliminating the basic skills courses, and Ms. Seikaly replied that a lot of schools had already eliminated the basic skills levels. Ms. Gutierrez asked if teams cut across all abilities such as gifted and talented. Mr. Evans replied that the teams were heterogenous, and within those teams there were different grouping patterns. His school no longer had basic skills courses in sixth and seventh grade, and this was a decision made by the teachers. Parkland had no grouping in any of the academic courses at the sixth grade level. They did try to differentiate instruction for students who had been identified as gifted and talented.

Ms. Seikaly commented that algebra was the only course that had the power to track a student or limit future options. The curricular changes they were talking about involved moving away from some of the content into more process and more critical thinking skills. Refining those skills would do more to prepare a student for high school than any content-based curriculum. Ms. Gutierrez pointed out that there was a time limit for starting algebra, and the sooner the student had that opportunity, the better.

Mr. Headman said that some students still needed skills to be successful. At West they decided to use alternative support and reconfigure their staffing. A lot of their decisions were based on knowing the child and working with that child to make sure he or she was in the appropriate place. The teams took the time to discuss the individual child and whether that child's program was appropriate.

Dr. Hartzman reported that at Eastern they had a high mobility rate and a large number of students with limited English proficiency. After analyzing the data, her teachers decided that the math department would not be part of their teams. They had put all of their additional resources into math, and they moved students frequently and nurtured students. She had looked at their MSPP report and had found that after two years in Eastern, students were being successful. They had grouped and regrouped algebra students, and they had addressed content and the gaps that the students had. Two-thirds of their eighth graders were either in algebra or pre-algebra. Of the remaining students going on to Blair perhaps two-thirds of those would go into the double period algebra. Many of these students had had limited educational experiences.

Mr. Pishevar asked whether they had seen any differences in the attitude of students because they had gone from interscholastic to intramural sports. Ms. Seikaly said she had seen more students participate in athletic activities, and she had not noticed any difference in school spirit or attitude. Mr. Evans said participation in intramurals was much greater. He thought

students had a sense of loss because they had not been able to participate on interscholastic teams or attend these events. Mr. Headman said that students believed something had been taken from them. Schools were working on developing school spirit. He believed that after a few years they would have a program where more and more children would be involved in recreational activities.

Mr. Pishevar asked whether the present structure of the middle schools exacerbated some of the negative changes that adolescents went through. Dr. Sullivan believed that the middle schools as they currently existed accommodate students much more successfully than any other model. Dr. Smith pointed out that many years ago when a child was 12 or 13 they became an adult with responsibilities and went to work. Now there was a longer time for students to be in school without the sense of responsibility that a job provided. The idea of the middle school was to give students a sense of responsibility and accomplishment. Mr. Pishevar asked if teams were scheduled so that there was a continuum of students on that team, and Mr. Evans assured him that this was done.

Mrs. Hobbs indicated that she wanted to discuss sports, student recognition, counseling, and SIMS. One student had told the Board that sports competition was more successful because a student competed against a classmate. They had eliminated the National Junior Honor Society, and she inquired about recognition activities. She would like to see SIMS emphasized more in the policy, and she asked whether students had the option of choosing their own counselor.

Ms. Seikaly said she was surprised to hear that a student thought intramurals were more stressful. She would think that in a school of 1,000 students it might be a nice opportunity to meet some of your classmates. She thought that students had fun on intramural teams and hoped that the expression of stress would not be an overriding feeling. As far as recognition, in a school of 1,000 it was difficult to do on a regular basis. The National Junior Honor Society involved only a small number of students. They did charge their interdisciplinary teams with the responsibility for recognizing honor roll students, improved grade point averages, service, and leadership. It was a major responsibility of the teams to make sure students felt recognized and successful in school.

Mr. Headman thought that middle schools prided themselves on recognizing students. They recognized not only academic achievement, but also improvement, and they tried to recognize students who did good things for other people. They recognized this by writing letters, taking pictures, and giving students a pride button. The idea was to recognize students doing the

different things that made the school a better school. As far as intramurals, he thought most programs focused on recreation and fun and getting more students involved.

Mr. Evans reported that at his school the counselor stayed with the students from sixth through eighth grade. The two assistant principals would also follow students through their years at Parkland. This provided two consistent people in the lives of the child. Although it was MCPS policy that a child could choose his or her counselor, in practicality it would be very difficult if it were thrown open at the beginning of the year. He thought that if they surveyed middle school principals they could come up with a list of 10 to 30 ways in which they tried to recognize children, and principals shared these ideas. Mr. Evans said they had a variety of ways teams recognized students every day, and Mr. Headman added that they tried to display and recognize student work in the hallways and classrooms.

Mrs. Brenneman stated that the new Olney middle school was designed in such a way that the counselor was in the pod with each grade level. The counselor would then be viewed as part of the team. She didn't know if the other middle schools would be built that way. She knew that this was a discussion item, but she thought that the Board had to make some kind of commitment on whether or not middle school was the right way to go.

Mr. Ewing explained that the staff felt it was important for the Board to have the time and opportunity to give some guidance on middle schools. He agreed that they had to clarify for themselves, for the schools, and for the public where the Board stood on the issue of middle school education. He thought it was time for the Board to adopt a policy that stated they would no longer have middle level education and but would have middle schools. The policy would state that the county was going to organize in accordance with the principles and philosophy of middle schools. He suggested that they needed to move the language in the guidelines into the section of the policy dealing with background and purpose. They needed a strong emphasis in the policy on interdisciplinary approaches, on teaming, on the nature of staff assignments and staff utilization, and on appropriate curriculum.

Mr. Ewing stated that they had to make sure that they did not lose sight of the substantive academic objectives that needed to be addressed and accomplished by students. Parents wanted to be assured that this new approach to teaching and learning wasn't going to mean that students were going to learn less substantively. The policy had to address this in a very direct way. The Board had recently taken a position on high school graduation requirements in which they said it would be a good idea for students to have the opportunity to gain some graduation

County Public Schools. Since there are circumstances that exist where students who are not residents of Montgomery County want or need to attend schools here, definitions for residency and processes for paying tuition need to be established for those students who are not bona fide residents.

C. Position

The Board of Education of Montgomery County supports the right of its residents to a free public education and wishes to clearly specify the definitions and terms related to residency and the need for charging tuition.

D. Resident Students

1. All qualified school-age persons, whether U.S. citizens or noncitizens, who have an established bona fide residence in Montgomery County will be considered resident students and will be admitted free to the Montgomery County Public Schools.
2. Bona fide residence is one's actual residence, maintained in good faith, and does not include a temporary residence or superficial residence established for the purpose of free school attendance in the Montgomery County Public Schools. However, an intent to reside indefinitely or permanently at the present place of residence is not necessarily required. Determination of a person's bona fide residence is a factual one and must be made on an individual basis. The following students are presumed to be resident students in the absence of evidence which rebuts that presumption.
 - a) The bona fide residence of a qualified student who is under 18 years of age and not emancipated is the bona fide residence of both or one of the child's parents. Throughout this policy and any implementing regulations, if the parents live apart, use of the word "parent" shall mean (1) the parent to whom legal custody is awarded or (2) if legal custody is not awarded, the parent with whom the child regularly lives; and the child's bona fide residence shall be determined accordingly.
 - b) A qualified student who is 18 years of age or older and essentially self-supporting or an emancipated minor may establish a bona fide residence in Montgomery County without regard to the residency of the parents.

- c) A qualified student residing with a court-appointed guardian who has an established bona fide residence in Montgomery County will be considered a resident student provided that the guardianship was obtained for necessary reasons concerning the child and not for the primary purpose of attending school or for the convenience of the persons involved.
 - d) A qualified student placed in a group home or foster home in Montgomery County by the Departments of Social or Juvenile Services of Montgomery County, the State of Maryland, or any other agency specified in Section 4-120.1 of the Education Article of the Annotated Code of Maryland shall be considered a resident student. (For student placements qualifying under Section 4-120.1, the Montgomery Public Schools is eligible for reimbursement of actual educational expenses by another Local Educational Agency or the State of Maryland.)
3. If a person is presumed not to be a bona fide resident under D.2.a) -d), he or she may nevertheless be admitted free to the Montgomery County Public Schools if a bona fide residence is adequately demonstrated to the Residency and Tuition Review Committee as provided in E.3.a)(4).

E. Nonresident Students

- 1. All qualified school-age persons, whether U.S. citizens or noncitizens, who do not have an established bona fide residence in Montgomery County, will be considered nonresident students and will be subject to paying tuition unless an exception is made under the terms of this policy. The following students are presumed to be nonresident students in the absence of evidence which rebuts that presumption:
 - a) A qualified student under 18 years of age who is living in Montgomery County with friends or relatives who are not parents or court-appointed guardians in the absence of unusual circumstances, crisis, or other evidence showing bona fide residence justifying free admission as a resident [A crisis is defined as an acute situation where the general welfare of the child is in jeopardy due to unforeseeable and uncontrollable circumstances, which may include the death of a parent, abuse or neglect, financial deprivation of

the child, health or serious illness of the child's parent(s) or guardian(s), abandonment of the child, or other extremely undesirable and uncontrollable conditions in the home of the child's parent(s) or guardian(s).]

- b) A qualified student placed in a group home or foster home located in Montgomery County by an agency other than those specified in Section D.2.d.
- c) A qualified student who is a resident of another educational jurisdiction, but who elects to seek enrollment in a Montgomery County public school

2. Admission Exceptions

Regardless of their willingness to pay tuition, nonresident students may be denied admission to the Montgomery County Public Schools if any of the following conditions exist:

- a) Enrollment by the nonresident student is inconsistent with Board of Education Policy JEE: Student Transfers and Administrative Regulation JEE-RA: Transfer of Students. This section will not be interpreted to require a student admitted under Section E.3.a)(2) (60-day grace period) to transfer schools upon expiration of the grace period.
- b) The student is not of school age or has completed graduation requirement for a high school diploma
- c) The student does not meet the enrollment criteria of the Montgomery County Public Schools for resident students
- d) Necessary documentation or enrollment information required by the Montgomery County Public Schools under this or other policies and administrative regulations is not provided and kept current
- e) Written evidence is not provided to show that the required tuition fee has been paid in advance, a tuition payment plan has been approved and the first payment made, or a waiver of tuition has been approved
- f) The student is a danger to himself/herself or to others

g) Other cause is shown to deny admission

Under unusual and extraordinary circumstances, and with full document of the situation, the Residency and Tuition Review Committee may grant a special exception and waive one or more of the conditions (a. through g.) in this section. Any such case(s) shall be individually described in the superintendent's annual report to the Board of Education on the status of nonresident students and tuition payments.

3. Before a nonresident student is enrolled in the Montgomery County Public Schools, tuition will be charged and paid unless an exception is granted under the terms of this policy.

a) Tuition Exceptions

Nonresident students will be admitted without paying tuition if any of the following circumstances apply:

- (1) The nonresident student has an established bona fide residence in a Maryland county adjacent to Montgomery County, the Montgomery County public school is the nearest school, and the county in which the student has a bona fide residence pays the tuition
- (2) Documentation is provided which establishes that the parent(s) or guardian(s) of the nonresident student have definite plans to establish a bona fide residence in Montgomery County, but for reasons beyond their control cannot establish such a residence prior to enrolling the student in a Montgomery County public school. Such a "grace period" for establishing residency will not exceed 60 calendar days from the date of the student's enrollment or the first day of the school year, whichever is later. If a bona fide residence is not established by the end of the 60-day period, no extension will be granted. Tuition will be paid, or the student will no longer be permitted to attend school. (See Section F.6. regarding tuition payment plans for nonresident situations anticipated to be of less duration than a full semester.)
- (3) The nonresident student is a participant in an exchange program approved by the

Montgomery County Board of Education; holds a valid J visa; has completed plans to reside with a sponsoring family residing in Montgomery County; and has the approval of the principal of the receiving school and the International Student Admissions Office

- (4) There is a crisis, unusual and extraordinary circumstances, or other evidence showing bona fide residence, fully documented by the student, in which case the Residency and Tuition Review Committee may find bona fide residence. Any such case(s) will be individually described in the superintendent's annual report to the Board of Education on the status of nonresident students and tuition payments.
- b) Tuition rates will be established annually by the Board of Education upon the recommendation of the superintendent of schools, based on the following criteria:
- (1) For kindergarten, grades 1-6, intermediate/middle schools, and senior high schools, the full-year tuition rates will equal the estimated average per-pupil costs, including debt service, and will reflect as nearly as possible the actual costs of educating students at each of these grade levels
 - (2) For students whose tuition rates are established under Section E.3.b)(1), but who receive additional special services, such as instruction in English as a second language, the regular full-year tuition rates for the appropriate grade level may be increased by the estimated cost of providing the additional service(s)
 - (3) For special education students, the full-year tuition rates will reflect as nearly as possible the actual costs of educating these students, including debt service, based on educational and special services provided
 - (4) The rates of school-year and/or summer school tuition for the children of full-time

MCPS employees who reside outside of Montgomery County will be one-half the rates for other nonresident students who are enrolled at the same grade level and receiving the same level of services

- (5) Full-year tuition rates may be prorated for students whose period of nonresidency is less than a full school year
- (6) Tuition paid in advance for any period of enrollment for which it is subsequently determined that the student was a resident student or was otherwise entitled to a waiver of tuition will be refunded on a prorated basis.

F. Responsibilities

1. Parents, guardians, or students who have reached the age of majority are responsible for signing an affidavit as to their bona fide residence or nonresidence in Montgomery County as a prerequisite to a student's initial enrollment in the Montgomery County Public Schools and an acknowledgement that tuition will be paid for any period(s) of nonresidency, even if the period(s) of nonresidency should occur or be identified after the date of initial enrollment.
2. The school principal or designee (or the International Student Admissions Office for noncitizens) is responsible for making the initial determination of the residency status of students who seek enrollment in a Montgomery County public school and, based on that determination, for taking the appropriate administrative steps specified in MCPS regulations.
3. The residency and tuition administrator is responsible for:
 - (a) Coordinating the process described in this policy and any implementing administrative regulations
 - (b) Expediting the processing of individual cases, especially when the parent(s) or guardian(s) desires immediate enrollment for the student
 - (c) Serving as secretary of the Residency and Tuition Review Committee
 - (d) Maintaining necessary records

(e) Preparing required reports

4. The Residency and Tuition Review Committee is responsible for determining the residency and tuition status of all students referred to it by the individual schools or the International Student Admissions Office. The committee will be appointed by the deputy superintendent for instruction and be composed of at least three members.
5. The Department of Financial Services is responsible for collecting all tuition, based on tuition status information provided by the residency and tuition administrator.
6. The deputy superintendent for planning, technology, and supportive services (or designee) is responsible for approving tuition payment plans, which will be granted only on an exceptional basis for one of the following reasons:
 - (a) The financial circumstances of the parent/guardian/eligible student limit their ability to pay the full amount of tuition in advance
 - (b) The period of nonresidency is reasonably anticipated to be for a period of less than a semester, and it would be an unnecessary burden on the parent/guardian/eligible student to demand full tuition in advance
7. The superintendent of schools is responsible for developing the necessary administrative regulations to implement this policy.

G. Appeals

Decisions made under this policy and any implementing administrative regulations may be appealed under the provisions of Administrative Regulation KLA-RA: Responding to Citizen Inquiries and Complaints. The superintendent may designate a hearing officer to hear residency and tuition appeal cases.

H. Review and Reporting

1. The superintendent will provide a report to the Board of Education at least annually regarding the status of nonresident students and tuition payments. Each determination made under the terms of Sections E.2

(last paragraph) or E.3.a)(4) will be individually described in the report.

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

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 12:30 to 2:15 p.m. to discuss personnel, expenses and appeals.

Re: ANNOUNCEMENT

Mr. Ewing announced that the Board would be meeting in executive session on the evening of November 21 at 9 p.m. to discuss contractual and legal issues having to do with the budget. They would hold a public hearing on potential budget reductions on November 26 from 4 to 6 p.m. with budget decisions scheduled for 8:30 p.m. that same evening.

RESOLUTION NO. 918-91 Re: AN AMENDMENT TO THE AGENDA FOR
NOVEMBER 12, 1991

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

Resolved, That the Board of Education amend its agenda for November 12, 1991, to add the appointment of an executive director for the Television Foundation.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. John Wrightson
2. Joan Schnabel
3. Rhonda Newcomer, P.E.S.T.
4. Darrell Bridges
5. Jean Mallon, SPMAC
6. Victor DeMayo
7. Roscoe Nix

RESOLUTION NO. 919-91 Re: PROCUREMENT CONTRACTS MORE THAN
\$25,000

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

WHEREAS, Funds have been budgeted for the purchase of equipment, supplies, and contractual services; and

WHEREAS, It is recommended that Bid No. 26-92, Safety Supplies and Equipment, be rejected and rebid due to lack of competition; now therefore be it

Resolved, That Bid No. 26-92 be rejected; and be it further

Resolved, That having been duly advertised, the following contracts be awarded to the low bidders meeting specifications as shown for the bids as follows:

19-91	Canned Fruits, Vegetables, Soups, and Juices	
	<u>Awardees</u>	
	Carroll County Foods	\$ 39,102
	Feesers, Inc.	6,643
	J. P. Foodservice, Inc., T/A Monarch/Balt.	8,275
	Kraft Foodservice, Inc.	53,664
	Sandler Foods	74,170
	Smelkinson Sysco	<u>2,164</u>
	Total	\$184,018
	MORE THAN \$25,000	\$184,018

RESOLUTION NO. 920-91 Re: CHANGE ORDERS OVER \$25,000

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

WHEREAS, The Department of School Facilities has received change order proposals for various capital projects that exceed \$25,000; and

WHEREAS, Staff and the project architects have reviewed these change orders and found them to be equitable; now therefore be it

Resolved, That the Board of Education approve the following change orders for the amounts and contracts indicated:

ACTIVITY 1

Project: Sherwood High School

Description: Subsequent to the start of construction for the Sherwood High School modernization project, a national fire protection code amendment was approved requiring voice-activated evacuation announcement systems for public buildings. This requirement will be met by modifying the existing public address system. Because the public address system modifications were not part of the original contract for Sherwood High School, this work has to be completed as a change order.

Contractor: Dustin Construction Co., Inc.

Amount: \$47,420

ACTIVITY 2

Project: Sherwood High School

Description: The building permit for the Sherwood High School modernization contained a condition that Route 108 be modified in front of the school to provide a deceleration lane and improved access to the site. To meet this condition, a road plan was included in the specifications and submitted to the State Highway Administration for approval. When the project was bid, we did not have final approval from the state for the road widening plan. To avoid a delay to the Sherwood project, MCPS was allowed to begin work on the modernization while the details for the road widening were being reviewed. Subsequent to the start of construction, the state increased the width of the road widening that was included in the construction contract as a condition of approval. This change order is to complete the additional work that was required by the State Highway Administration in the final plan approval.

Contractor: Dustin Construction Co., Inc.

Amount: \$31,471

ACTIVITY 3

Project: Sherwood/Magruder Middle School

Description: When the contractor started the sitework, it was discovered that the depth of topsoil on portions of the site was substantially deeper than anticipated. The site areas where this occurred were to provide soil that could be used for structural fill on other parts of the site. Because the excess topsoil cannot be used for fill purposes, it is necessary to provide suitable soil from sources off-site. The change order is for the disposal of the excess topsoil and the purchase of the off-site fill.

Contractor: Coakley & Williams Construction Co.

Amount: \$129,518

ACTIVITY 4

Project: Summit Hall Elementary School

Description: During excavation for the building foundations, rock was uncovered. The contract contained unit prices for the removal of any rock as a change order because this condition could not be accurately identified prior to excavation work.

Contractor: Smith & Haines, Inc.

Amount: \$35,077

ACTIVITY 5

Project: Travilah Elementary School

Description: During the demolition work, additional asbestos-containing material was discovered in areas that were inaccessible. This unanticipated condition could not be determined until certain demolition work was completed.

Contractor: Bildon, Inc.

Amount: \$35,200

RESOLUTION NO. 921-91 Re: AWARD OF CONTRACT - THOMAS W. PYLE
MIDDLE SCHOOL

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

WHEREAS, The following bids were received on September 26, 1991, for the modernization of Thomas W. Pyle Middle School, which is scheduled to be completed by July 1, 1993:

<u>Bidder</u>	<u>Bid Amount</u>
1. Dustin Construction, Inc.	\$7,402,700
2. John C. Grimberg Co., Inc.	7,409,500
3. E. A. Harris Company, Inc.	7,413,850
4. Henley Construction Co., Inc.	7,442,000
5. Triangle General Contractors, Inc.	7,559,000
6. Ronald Hsu Construction Co.	7,653,500
7. Kimmel & Kimmel, Inc.	7,690,000
8. Northwood Contractors, Inc.	7,807,000
9. Centennial Contractors Enterprises, Inc.	7,992,920

and

WHEREAS, The low bidder, Dustin Construction, Inc., has completed similar projects successfully for Montgomery County Public Schools; and

WHEREAS, The bid is below the budget estimate of \$8,300,000; now therefore be it

Resolved, That a \$7,402,700 contract be awarded to Dustin Construction, Inc., for the modernization of Thomas W. Pyle Middle School, in accordance with plans and specifications prepared by Smolen/Rushing + Associates, Architects.

RESOLUTION NO. 922-91 Re: REJECTION OF BID - WHITE OAK MIDDLE
SCHOOL

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

WHEREAS, The following bids were received on September 19, 1991, for the modernization of White Oak Middle School:

<u>Bidder</u>	<u>Bid Amount</u>
1. Coakley & Williams Construction Co., Inc.	\$7,393,000
2. Dustin Construction, Inc.	7,594,000

equipment at the Area 2 Administrative Office, in accordance with plans and specifications prepared by Morton Wood, Jr., P.E.

RESOLUTION NO. 924-91 Re: CENTRAL FOOD PRODUCTION FACILITY

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

WHEREAS, Board of Education Resolution No. 850-91 requested that staff contract to obtain a cost-benefit analysis of the Central Food Production Facility by an independent consultant; and

WHEREAS, A consultant selection committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified the food service consulting firm of Cini-Little International, Inc., as the most qualified to conduct the requested cost-benefit analysis; and

WHEREAS, Staff is currently working with the consultant to clarify work scope matters and fees; now therefore be it

Resolved, That the Board of Education enter into a contract with the firm of Cini-Little International, Inc., to perform a cost-benefit analysis of the Central Food Production Facility for a fee not to exceed \$20,000.

RESOLUTION NO. 925-91 Re: APPOINTMENT OF CONSULTANT - FISCAL IMPACT ANALYSIS OF FOREST CONSERVATION LEGISLATION

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

WHEREAS, The following sealed proposals were received on October 11, 1991, from qualified land development consultants to conduct an analysis of the fiscal impact of proposed County Forest Conservation/Tree Save legislation on MCPSL

- | | |
|--|----------|
| 1. Greenhorne and O'Mara, Inc. | \$27,750 |
| 2. Kilduff Nagy Landscape Architects | 29,375 |
| 3. Macris Hendricks and Glascock, P.A. | 32,580 |

and

Resolved, That having been duly inspected on November 7, 1991, Burning Tree Elementary School's modernization now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 928-91 Re: ACCEPTANCE OF DR. CHARLES R. DREW
ELEMENTARY SCHOOL

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

Resolved, That having been duly inspected on October 22, 1991, Dr. Charles R. Drew Elementary School now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 929-91 Re: ACCEPTANCE OF ARGYLE MIDDLE SCHOOL

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

Resolved, That having been duly inspected on November 6, 1991, Argyle Middle School's interior alterations now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 930-91 Re: ACCEPTANCE OF VIERS MILL ELEMENTARY
SCHOOL

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

Resolved, That having been duly inspected on November 7, 1991, Viers Mill Elementary School's modernization now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

Mrs. Hobbs assumed the chair.

RESOLUTION NO. 931-91 Re: ACCEPTANCE OF RICHARD MONTGOMERY
HIGH SCHOOL

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

Resolved, That having been duly inspected on November 11, 1991, Richard Montgomery High School's partial renovation now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

Mr. Ewing assumed the chair.

RESOLUTION NO. 932-91 Re: ACCEPTANCE OF TILDEN MIDDLE SCHOOL

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

Resolved, That having been duly inspected on November 11, 1991, Tilden Middle School's interior alterations now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

Mrs. Brenneman and Dr. Cheung temporarily left the meeting at this point.

RESOLUTION NO. 933-91 Re: UTILIZATION OF FY 1992 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
AMERICAN INDIAN EDUCATION PROGRAM

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Brenneman, 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 \$1,397 from the United States Department of Education (USDE), under the Indian Education Act (P.L. 92-318, Title IV, Part A0, to provide supplementary educational services to American Indian students in Grades K-12, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$ 631
3 Other Instructional Costs	697
10 Fringe Benefits	<u>69</u>
Total	\$1,397

and be it further

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

RESOLUTION NO. 934-91 Re: UTILIZATION OF FY 1992 FUTURE
SUPPORTED PROJECT FUNDS FOR
ENVIRONMENTAL STUDIES AT CHEVY
CHASE ELEMENTARY SCHOOL

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Brenneman, 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 \$5,226 from the Chesapeake Bay Trust for an environmental studies program at Chevy Chase Elementary School, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$1,217
3 Other Instructional Costs	3,926
10 Fringe Benefits	<u>83</u>
Total	\$5,226

and be it further

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

RESOLUTION NO. 935-91 Re: UTILIZATION OF FY 1992 FUTURE
SUPPORTED PROJECT FUNDS FOR GLOBAL
ECOLOGY STUDIES AT POOLESVILLE
JR./SR. HIGH SCHOOL

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Brenneman, 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 \$1,875 from the Maryland State Department of Education (MSDE), under the Environmental Education Bylaw, for Global Ecology Studies at Poolesville Jr./Sr. High School, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$1,736
10 Fringe Benefits	<u>139</u>
Total	\$1,875

and be it further

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

RESOLUTION NO. 936-91 Re: UTILIZATION OF FY 1992 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
MARYLAND EQUIPMENT INCENTIVE FUND
(MEIF)

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Brenneman, 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, a grant award of \$10,000 from the Maryland State Department of Education, Maryland Equipment Incentive Fund, a component of the Governor's Mathematics/Science Initiative, for the purchase of selected science and computer equipment to be placed in elementary and secondary schools; and be it further

Resolved, That copies of this resolution be transmitted to the county executive and the County Council.

RESOLUTION NO. 937-91 Re: FY 1992 SUPPLEMENTAL APPROPRIATION
TO IMPROVE K-8 FOREIGN LANGUAGE
PROGRAM

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mrs. Brenneman, 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 for \$480,000 from the National

Endowment for the Humanities (NEH) for a three-year project to improve the teaching of culture in K-8 foreign language programs, in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
2 Instructional Salaries	1.8	\$327,749
3 Other Instructional Costs		66,400
10 Fixed Charges	—	<u>85,851</u>
Total	1.8	\$480,000

*1.0 Teacher (A-D) 10 month
 .8 Office Assistant I (Grade 9) 10 month

and be it further

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

*Mrs. Brenneman and Dr. Cheung rejoined the meeting at this point.

RESOLUTION NO. 938-91 Re: PERSONNEL MONTHLY REPORT

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

Resolved, That the following appointments, resignations, and leaves of absence for professional and supporting services personnel be approved: (TO BE APPENDED TO THESE MINUTES)

RESOLUTION NO. 939-91 Re: DEATH OF MR. HENRI C. BARTHOLOMOT,
 OPERATIONS ANALYST, DIVISION OF
 ADMINISTRATIVE ANALYSIS AND AUDITS

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

WHEREAS, The death on November 5, 1991, of Mr. Henri C. Bartholomot, an operations analyst in the Division of Administrative Analysis and Audits, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Bartholomot was a valuable employee of Montgomery County Public Schools and a member of the auditing staff for more than 25 years; and

WHEREAS, Mr. Bartholomot was admired and respected by his peers as an extremely conscientious and dedicated employee and was well known for his accuracy and fair-minded approach to the many fiduciary activities in which he was involved over these many years; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Henri C. Bartholomot and extend deepest sympathy to his family; and be it further

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

RESOLUTION NO. 940-91 Re: DEATH OF MS. DEBE L. NIGELS, MEDIA
SPECIALIST AT WALT WHITMAN HS

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

WHEREAS, The death on October 28, 1991, of Ms. Debe L. Nigels, a media specialist at Walt Whitman High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Ms. Nigels had been a media specialist with Montgomery County Public Schools for more than 22 years and was highly respected by her colleagues as an effective and knowledgeable media specialist; and

WHEREAS, Ms. Nigels was a cooperative staff member, giving unselfishly of herself in time, energy, and services to students and staff; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Ms. Debe L. Nigels 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 Ms. Nigels' family.

RESOLUTION NO. 941-91 Re: DEATH OF MRS. EILEEN G. RUBIN, ART
TEACHER AT ROSEMARY HILLS ES

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

WHEREAS, The death on September 27, 1991, of Mrs. Eileen G. Rubin, an art teacher at Rosemary Hills Elementary School, has deeply saddened the staff and members of the Board of Education; and

RESOLUTION NO. 946-91 Re: PRESENTATION OF PRELIMINARY PLANS -
OAKLAND TERRACE ES

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

WHEREAS, The architect for the modernization/addition to Oakland Terrace Elementary School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Oakland Terrace Elementary School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plan report for the Oakland Terrace Elementary School modernization/addition developed by Garrison Associates.

Re: A MOTION BY MRS. FANCONI ON THE
PROPOSED POLICY ON SITE-BASED
PARTICIPATORY DECISION-MAKING

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

Resolved, That the Board of Education discuss the wording of the following proposed policy in A. Purpose and B. Process and Content Sections 1 and 2 and try to get consensus on those parts and refer it to the superintendent to bring the Board a process that they could approve for going out for community involvement and debate on what was needed in the policy in order to assure that the learning outcomes they wanted would happen; and be it further

Resolved, That the Board request the superintendent to begin preparing a list of what flexibility could be moved to the site as they went forward with this budget process; and be it further

Resolved, That the Board would have a draft policy to review in June with an effective date in July.

Re: A SUBSTITUTE MOTION BY MRS.
BRENNEMAN ON THE PROPOSED POLICY ON
SITE-BASED PARTICIPATORY DECISION-
MAKING (FAILED)

A substitute motion by Mrs. Brenneman that the Board postpone the decision on the proposed policy on site-based participatory decision-making and ask the officers to schedule a meeting in the spring to have a full discussion on this issue failed for lack of a second.

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 the 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 establishes the framework for and defines 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, which describes the relationship between desired outcomes, staff involvement, and required resources
 - (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 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, making sure that language minority representation is included.
- (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 discussion 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 organizations 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 resource 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) Waivers)
 - (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: A MOTION BY MS. GUTIERREZ TO AMEND
THE PROPOSED POLICY ON SITE-BASED
PARTICIPATORY DECISION-MAKING

Ms. Gutierrez moved and Dr. Cheung seconded the following:

Resolved, That the following be substituted for A. PURPOSE:

To define, encourage and support site-based participatory management, and to specify its desired outcomes and guidelines for its implementation in schools and other MCPS units.

Re: A SUBSTITUTE MOTION BY MRS. HOBBS
ON THE PROPOSED POLICY ON SITE-
BASED PARTICIPATORY DECISION-MAKING
(FAILED)

A motion by Mrs. Hobbs to substitute "decision-making" for "management" in the motion proposed by Ms. Gutierrez failed with Mrs. Brenneman, Mrs. DiFonzo, and Mrs. Hobbs voting in the affirmative; Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mr. Pischevar voting in the negative.

Re: A MOTION BY MS. GUTIERREZ TO AMEND
THE PROPOSED POLICY ON SITE-BASED
PARTICIPATORY DECISION-MAKING
(FAILED)

The following motion by Ms. Gutierrez failed of adoption with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, and Mrs. Hobbs voting in the negative; Mr. Pischevar abstaining:

Resolved, That the following be substituted for A. PURPOSE:

To define, encourage and support site-based participatory management, and to specify its desired outcomes and

guidelines for its implementation in schools and other MCPS units.

RESOLUTION NO. 948-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON SITE-BASED PARTICIPATORY
DECISION-MAKING

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

Resolved, That the following be substituted for A. PURPOSE:

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

Re: A MOTION BY MS. GUTIERREZ TO AMEND
THE PROPOSED POLICY ON SITE-BASED
PARTICIPATORY DECISION-MAKING

Ms. Gutierrez moved and Dr. Cheung seconded the following:

Resolved, That the following amendments be made to B. 1 Process and Content:

1. Add a new second sentence: "Of particular concern in many of these reports has been the system of decision-making reinforced by centralized school system bureaucracies.

2. Add "the MCPS system of decision-making should be restructured at all levels so that" after "one of the commission's recommendations was that."

3. Add "and to support its further expansion" after "guide site-based participatory decision-making."

4. Add after the second sentence in the third paragraph: "Most programs are based on the belief that those closest to students should be given as much autonomy and authority as possible to exercise their best judgments to create learning, cooperative school communities."

5. Add as the last sentence in the third paragraph: "This policy establishes the framework for and encourages the expansion of SPM as defined by MCPS."

6. Add "restructuring of decision-making and authority in schools and other worksites to ensure the" in 2 Definitions (a) after "decision-making."

7. Substitute "by defining desired outcomes, staff involvement and required resources" for "which describes the relationship between desired outcomes, staff involvement, and required resources." in 2 (a) (1).

8. Add "in schools and other worksites" after "processes" and add "the learning environment and" after "improved" in 2 (a) (2).

9. Add a new 2 (a) (3): Allocate resources--personnel, money and time--to achieve these goals and implement structures and processes.

Mrs. Fanconi asked that the question be divided.

Re: A MOTION BY MS. GUTIERREZ TO AMEND
THE PROPOSED POLICY ON SITE-BASED
PARTICIPATORY DECISION-MAKING
(FAILED)

A motion by Ms. Gutierrez to amend the proposed policy on site-based participatory decision-making by adding "Of particular concern in many of these reports has been the system of decision-making reinforced by centralized school system bureaucracies" as a new second sentence under 1. Background failed with Dr. Cheung, Mr. Ewing, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Mrs. Fanconi, Mrs. Hobbs, and Mr. Pischevar voting in the negative.

RESOLUTION NO. 949-91 Re: A SUBSTITUTE AMENDMENT BY MRS.
DIFONZO TO THE PROPOSED POLICY ON
SITE-BASED PARTICIPATORY DECISION-
MAKING

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

Resolved, That the following be added as a new second sentence in 1. Background:

"Of particular concern in many of these reports has been the system of top-down decision-making."

Board members agreed to substitute "the reports" for "these" in the third sentence of 1. Background.

RESOLUTION NO. 950-91 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 Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, Mrs. Hobbs, and Mr. Pischevar voting in the affirmative; Mrs. Brenneman abstaining:

Resolved, That "the MCPS system of decision-making should be restructured at all levels so that" be added after "One of the commission's recommendations was that" in 1. Background.

RESOLUTION NO. 951-91 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 Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, Mrs. Hobbs, and Mr. Pischevar voting in the affirmative; Mrs. Brenneman and Mrs. DiFonzo voting in the negative:

Resolved, That "and to support its further expansion" be added after "and guide site-based participatory decision-making" in 1. Background.

RESOLUTION NO. 952-91 Re: A SUBSTITUTE MOTION BY MRS. FANCONI
TO AMEND THE PROPOSED POLICY ON
SITE-BASED PARTICIPATORY DECISION-
MAKING

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. Pischevar voting in the affirmative; Mrs. Brenneman and Mrs. DiFonzo voting in the negative:

Resolved, That the following be added as the second sentence in the third paragraph of 1. Background:

"Many programs are based on the belief that those closest to students should be given as much flexibility and authority as possible to exercise their best judgments to create learning, cooperative school communities whose aim is to improve student achievement."

RESOLUTION NO. 953-91 Re: A SUBSTITUTE MOTION BY MRS. FANCONI
TO AMEND THE PROPOSED POLICY ON
SITE-BASED PARTICIPATORY DECISION-
MAKING

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

Resolved, That the last sentence of 1. Background "This policy establishes the framework for and defines site-based participatory decision-making for MCPS" be deleted.

Re: ORDERS OF THE DAY

Mrs. DiFonzo moved the orders of the day.

RESOLUTION NO. 954-91 Re: EXTENDING THE DEBATE ON AMENDMENTS
TO THE PROPOSED POLICY ON SITE-
BASED PARTICIPATORY DECISION-MAKING

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

Resolved, That the Board of Education extend its discussion on the proposed policy on site-based participatory decision-making for half an hour.

RESOLUTION NO. 955-91 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 Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mr. Pischevar voting in the affirmative; Mrs. Brenneman and Mrs. Hobbs voting in the negative; Mrs. DiFonzo abstaining:

Resolved, That the proposed policy on site-based participatory decision-making be amended to add "restructuring of decision-making and authority in schools and other worksites to ensure the" after "decision-making" in 2 (a).

RESOLUTION NO. 956-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON SITE-BASED PARTICIPATORY
DECISION-MAKING

On motion of Mrs. Fanconi seconded by Mrs. Hobbs, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Mrs.

Mrs. Hobbs assumed the chair.

RESOLUTION NO. 960-91 Re: A SUBSTITUTE MOTION BY MR. EWING TO
AMEND THE PROPOSED POLICY ON SITE-
BASED PARTICIPATORY DECISION-MAKING

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

Resolved, That the proposed policy on site-based participatory decision-making be amended to substitute "participate in the decisions that result in the allocation of resources" for 2 (a) (3).

Mr. Ewing assumed the chair.

RESOLUTION NO. 961-91 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON SITE-BASED PARTICIPATORY
DECISION-MAKING

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. Pischevar voting in the affirmative; Mrs. Brenneman and Mrs. DiFonzo abstaining:

Resolved, That the proposed policy on site-based participatory decision-making be amended to delete 2 (b) "Constituent groups in a school include teachers, supporting services staff, administrators, parents, and -- in secondary schools -- students" and re-letter (c) constituent organizations to "(b)" and add "and constituent organizations" after "support staff" in 2 (a).

Board members agreed that the superintendent should include in the list of issues he was to review the issue of the school-based committee fully reflecting the characteristics of the school.

RESOLUTION NO. 962-91 Re: A MOTION TO RECONSIDER THE USE OF
SITE-BASED PARTICIPATORY MANAGEMENT
IN PLACE OF SITE-BASED
PARTICIPATORY DECISION-MAKING

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

Resolved, That the Board of Education reconsider the use of "Site-based participatory management" in place of "Site-based participatory decision-making" in the proposed policy.

RESOLUTION NO. 963-91 Re: SUBSTITUTION OF SITE-BASED
PARTICIPATORY MANAGEMENT IN PLACE
OF SITE-BASED PARTICIPATORY
DECISION-MAKING

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

Resolved, That the Board of Education substitute "site-based participatory management" for "site-based participatory decision-making" throughout the proposed policy.

Re: A MOTION BY MRS. FANCONI TO DIRECT
THE SUPERINTENDENT (FAILED)

A motion by Mrs. Fanconi to direct the superintendent to make a recommendation about moving more flexibility to the schools failed for lack of a second.

Re: BOARD MEMBER COMMENTS

1. Mrs. Hobbs said she would like to know a little bit more about how MCPS accounts were audited to verify that grants were spent correctly. Mrs. Fanconi replied that this was something the Audit Committee had discussed, and she would share it with Mrs. Hobbs.

2. Ms. Gutierrez recognized the contribution made by Dr. Gerry Consuegra, the coordinator of elementary school science, who proposed crayolas with a flesh look which was covered nationally. This represented a commitment by MCPS staff to improve education for all children.

3. Ms. Gutierrez reported that she had been invited to speak to over 200 seventh and eighth grade girls on science and technology at Blair HS at the Females in Science and Technology (FIST) meeting. The program encouraged young girls to get more interested in science by actual hands-on workshops. She recommended that MCPS expand on this idea because the invitation could only be extended to 20 girls from each of the mid level schools. She suggested that they do this in other areas because this was the age when young women gave up on efforts to continue in mathematics, science, and technology.

4. Ms. Gutierrez indicated that she had attended a NASA contractors conference at Goddard Spaceflight Center. The focus of the conference was on total quality community, and the first half of the session focused on education and how educational leaders had been able to turn their organizations around to a total quality commitment. There were representatives from the county government but none from MCPS. The focus was on how education could become part of a total community approach and how support could be provided to the educational community. Malcolm Baldrige spoke about the success of focusing on the individual within the organization. She believed that Phyllis Robinson had attended. Ms. Gutierrez had materials to share with Board members and staff.

5. Dr. Cheung reported that last Saturday he had joined the Banneker Math and Science Honor Society on their trip to Annapolis. He was very impressed by the preparation of the midshipmen in the Naval Academy in their work with over 120 students from over 20 schools. Students had a lesson in chemistry, energy, and physics, and after that demonstration the students met in small groups with two or three midshipmen. Unfortunately on the return trip to Montgomery County, there had been a bus accident.

*Mrs. Brenneman temporarily left the meeting at this point.

RESOLUTION NO. 964-91 Re: EXECUTIVE SESSION - NOVEMBER 21 and
26, 1991

On recommendation of the superintendent and on motion of Mrs. DiFonzo 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 November 21, 1991, at 9 p.m. and November 26, 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

meetings shall continue in executive closed sessions until the completion of business.

RESOLUTION NO. 965-91 Re: MINUTES OF SEPTEMBER 11, 1991

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

Resolved, That the minutes of September 11, 1991, be approved.

RESOLUTION NO. 966-91 Re: MINUTES OF SEPTEMBER 23, 1991

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

Resolved, That the minutes of September 23, 1991, be approved.

RESOLUTION NO. 967-91 Re: MINUTES OF OCTOBER 8, 1991

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

Resolved, That the minutes of October 8, 1991, be approved as corrected.

*Mrs. Brenneman rejoined the meeting at this point.

RESOLUTION NO. 968-91 Re: MINUTES OF OCTOBER 21, 1991

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

Resolved, That the minutes of October 21, 1991, be approved.

Re: PROPOSED RESOLUTION ON SCHOOL-BASED
HEALTH CLINICS

On October 21, 1991, Mr. Pishevar moved and Mrs. Brenneman seconded the following:

Resolved, That the Board of Education schedule a discussion of school-based health clinics.

Re: A SUBSTITUTE MOTION BY MRS. FANCONI
ON HEALTH SERVICES (FAILED)

The following substitute motion by Mrs. Fanconi failed of adoption with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Mrs. Hobbs voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Ms. Gutierrez, and Mr. Pischevar voting in the negative:

Resolved, That the Board ask the Medical Advisory Committee to gather data with the help of the superintendent on how the unmet health and social service needs of our children interfere with learning and bring this to the Board for discussion.

Re: A MOTION BY MR. PISHEVAR ON SCHOOL-
BASED HEALTH CLINICS (FAILED)

The following motion by Mr. Pischevar failed of adoption with Dr. Cheung, Ms. Gutierrez, and Mr. Pischevar voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Mr. Ewing, and Mrs. Hobbs voting in the negative; Mrs. Fanconi abstaining:

Resolved, That the Board of Education schedule a discussion of school-based health clinics.

Re: A MOTION BY MR. PISHEVAR ON HEALTH
ISSUES (FAILED)

The following motion by Mr. Pischevar failed of adopted with Dr. Cheung, Ms. Gutierrez, Mrs. Hobbs, and Mr. Pischevar voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Mr. Ewing, and Mrs. Hobbs voting in the negative:

Resolved, That the Board of Education discuss health issues and the health needs of students in MCPS.

RESOLUTION NO. 970-91 Re: COLUMBUS DAY

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

Resolved, That the Board of Education request the superintendent to inform the Board about approaches being considered, i.e., instructional materials, curriculum changes, lesson plans, to present next year's quincentennial anniversary of Columbus' arrival to our hemisphere.

Mrs. DiFonzo made the following statement for the record:

"I opposed this because it think this is institutionalizing micro-management by the Board when you talk about the Board review of lesson plans. That is absolutely out of our bailiwick, and that is why I opposed it.

Re: LEGISLATIVE UPDATE

Mr. Ewing reported that Senators Miller and Levitan met with the governor last Friday to talk about the next session. They both urged the governor to endorse increases in taxes, and the governor declined. His plan was to address the need to cut the budget by recommending a substantial reduction, if not elimination, of the proposed increase in APEX funding for the public schools in the amount of \$180 million.

RESOLUTION NO. 971-91 Re: AMENDMENT TO BYLAWS OF THE MCPS
TELEVISION FOUNDATION, INC.

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

WHEREAS, The reorganization of the Division of Media Technology and Production eliminated the position of director which also served as the Executive Director of the Montgomery County Public Schools Television Foundation, Inc.; and

WHEREAS, The Board of Directors of the Montgomery County Public Schools Television Foundation, Inc. has recommended that the bylaws of the Foundation be amended to provide for the appointment of an executive director; and

WHEREAS, The superintendent of schools recommends the approval of the amendment to the Foundation's bylaws as follows:

Amend Article III, Section 1 to read as follows:

The officers of the Foundation shall be:

Executive Director -- an employee of Montgomery County Public Schools who is recommended by the superintendent and appointed by the Board of Education to a two-year term

Secretary/Treasurer -- any director appointed in accordance with Article III, Section 5

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report
4. Quarterly Change Order Report
5. MFD Procurement Report

Re: ADJOURNMENT

The president adjourned the meeting at 6:50 p.m.

PRESIDENT

SECRETARY

PLV:mlw