

RESOLUTION NO. 329-92

Re: SALUTE TO SCHOOL FOOD SERVICE
PERSONNEL DAY - MAY 13, 1992

On recommendation of the superintendent and on motion of Mrs. Fanconi 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. DiFonzo being temporarily absent:

WHEREAS, State Superintendent, Nancy S. Grasmick, has announced May 12, 1992, as the seventh annual "Salute to School Food Service Personnel;" and

WHEREAS, The school cafeteria and the service provided by its personnel to students, faculty, and other staff are an integral part of the operations of Montgomery County Public Schools; and

WHEREAS, The more than 11 million meals that are served annually to Montgomery County school children under the National School Lunch and School Breakfast Programs are only partial testimony of the valuable contribution made by school food service personnel each year; and

WHEREAS, School food service personnel deserve to be recognized for their dedication and continuing commitment to feeding students and offering a variety of nutrition services to the community; now therefore be it

Resolved, That the Board of Education does hereby recognize a selected group of food service personnel in honor of the seventh annual Salute to School Food Services Personnel Day in Montgomery County Public Schools; and be it further

Resolved, That this resolution be included in the minutes of this meeting.

Re: POLICY ON MIDDLE SCHOOL EDUCATION

Mr. Ewing moved and Dr. Cheung seconded the following:

WHEREAS, On June 27, 1988, the Board of Education adopted a policy on the Framework and Structure of Middle Level Education which states that "each school should include Grades 6 through 8 whenever possible;" and

WHEREAS, On February 12, 1991, the Board of Education adopted a series of Action Areas which included middle school implementation; and

WHEREAS, On August 28, 1991, the Board of Education adopted a resolution instructing the superintendent to develop "a

comprehensive middle school policy that replaces all other policies dealing with the structure, organization, and educational program for those students of middle school age;" and

WHEREAS, On March 10, 1992, the Board of Education affirmed its commitment to middle schools as the form of organization for students in Grades 6, 7, and 8 and to the programmatic benefits of middle schools as described in the policy on the Framework and Structure of Middle Level Education on June 27, 1988; and

WHEREAS, The superintendent established a work group to draft a policy analysis and a proposed policy on middle school education; now therefore be it

Resolved, That the Board of Education take tentative action on the proposed draft policy on Middle School Education; and be it further

Resolved, That the Board of Education indicate its intent to rescind Resolution No. 347-88, June 27, 1988, that adopted Policy IEB: Framework and Structure of Middle Level Education, when final action is taken.

Middle School Education

A. Purpose

To provide guidelines and directions to staff and community for establishing school programs that meet the educational and social-emotional needs of all pre- and early adolescents in keeping with the Montgomery County Goals of Education and the Annotated Code of Maryland

To focus on the intellectual growth and the social, emotional, and physical growth of students in their middle learning years

B. Philosophy

Each student has a unique combination of abilities and talents, learning rates and styles, hopes and dreams, and problems and fears. Rapid physical change in early adolescents creates greater diversity and variability in cognitive functioning and personality development.

Middle school education should address the unique needs and characteristics of emerging adolescents in grades six through eight. It is designed to enable all students to make sense of their world. Students should learn the skills to utilize information that is rapidly changing and broad in scope. It is the responsibility of the middle school staff to help students develop the ability to find and analyze

information, pose problems and seek solutions, persevere, collaborate, and take responsibility for their own learning.

All staff are expected to exhibit acceptance of individual differences including race, gender, culture, values, and abilities.

C. Position

1. Curriculum

Curriculum should address questions young adolescents have about themselves and the world around them, and questions posed to them by the world in which they live. It should address the needs of all students, including those with special needs.

- a. Both curriculum content and methodology must relate to the interests and needs of young adolescents. It must emphasize both product and process.
- b. The curriculum should be interdisciplinary and should:
 - (1) Be based upon content from the following instructional areas: English/language arts, mathematics, social studies, science, foreign language, physical education, art, dance, drama, music, technology education, and home economics
 - (2) Include activities from another discipline or focus on a specific theme, problem-solving, or decision-making skills
- c. Middle school is a time for exploration. Students should engage in a variety of experiences and have opportunities to explore a range of courses.
- d. Required and exploratory courses and special interest activities should:
 - (1) Ensure that students develop personal attributes, such as study skills, self-esteem, responsibility, integrity, and pride in achievements
 - (2) Include problem solving, decision making, and thinking skills

2. Instructional Practices

Instructional practices should incorporate a variety of activities and strategies that encourage students to be active and engaged learners, that provide for the wide range of achievement and energy levels, and that address intellectual, physical, and emotional development of adolescents. Students should be given choices and the opportunity to initiate activities.

- a. Differentiated instructional practices should reflect a wide range of physical, social, emotional, and intellectual growth.
- b. Experiences that promote thinking, from concrete to abstract, should include strategies such as:
 - (1) Performance-based learning experiences
 - (2) Cognitive monitoring
 - (3) Real-life situations
 - (4) Background knowledge
 - (5) Decision-making skills
 - (6) Problem-solving activities
- c. A large selection of age-appropriate, non-stereotypical, and multi-perspective materials should be available. When necessary, materials and equipment will be adapted to meet the developmental needs of a student. All students need the opportunity to utilize a variety of technology as tools for learning.
- d. All students should be grouped and regrouped over the course of the day, week, and marking period in a way that allows them to meet and work with a broad spectrum of peers. Both homogeneous and heterogeneous grouping will be appropriate. No grouping arrangement should deny a student access to advanced learning. Grouping should be reviewed periodically and adjustments made based on the student's progress, emerging abilities, interests, talents, and social and affective needs.
- e. In both the planning and the implementation of instruction, middle schools should utilize the special skills of all regular, alternative, and

special education staff members.

- f. Instructional practices should provide leadership opportunities for students.
- g. Students should be given the opportunity to learn in community and other non-school settings.

3. Organization and Staffing

- a. All schools between elementary and high school should be called "Middle Schools," whether or not they contain the sixth grade.
- b. Middle school staffs should:
 - (1) Reflect the multicultural population in MCPS
 - (2) Balance content and pedagogy
 - (3) Be knowledgeable about the characteristics of early adolescents and effective instructional programs and strategies.
- c. The interdisciplinary team model should be the standard for organization in middle schools. An interdisciplinary team is defined as a group of teachers who work with the same group of students and have a common team meeting period.
 - (1) The schools' team leadership should represent as many curriculum areas as possible.
 - (2) Teams at a given grade level should be assigned, taking into consideration composition by gender, race, ethnicity, and academic achievement.
 - (3) The number of students on teams should allow for the implementation of the interdisciplinary model.
 - (4) The interdisciplinary team should be the primary vehicle for teacher-parent communication and collaboration.
- d. Flexibility within the schedule should be provided in order to facilitate interdisciplinary teaching, teacher-advisor or mentoring efforts, activity periods, and instructional support periods.
- e. Staffing should be adequate to support the

interdisciplinary team organizational structure and content integrity.

- f. Middle schools should develop articulation plans to facilitate student transition, placement, and program continuity at each level.

4. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. Each student needs to be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, confidence, and capacity to strive for excellence.

To develop a climate that fosters student growth, schools should:

- a. Ensure that students are expected, encouraged, and given opportunities to learn and succeed in a stimulating and supportive environment
- b. Establish high expectations for achievement and success of all students
- c. Provide a safe, orderly, and drug-free environment
- d. Support appreciation for and sensitivity toward all
- e. Value and foster risk-taking to encourage intellectual inquiry and develop self-confidence
- f. Promote effective human relations
- g. View discipline as a means of helping students develop citizenship skills and responsibility for self
- h. Acknowledge and recognize student, staff, and community achievements
- i. Work to ensure that the total school population is reflected in all school activities

5. Student Support and Reinforcement

Middle schools should provide a coordinated support and reinforcement program designed to address individual student needs and assessment measures.

- a. Support programs should foster student social, emotional, and academic progress. Examples of support programs include peer tutoring, homework club, mentors, homebase, teacher-advisory programs, peer counseling, team parents, and other co-curricular activities designed to improve overall student performance.
- b. Self-esteem for every student should be promoted through activities that enable students to develop skills in goal setting, problem solving, conflict resolution, leadership, and organization.
- c. Programs should provide positive reinforcement for students. Teams should use activities that reward, praise, and recognize efforts as they relate to the diverse needs and abilities of students.
- d. The Educational Management Team process should be incorporated into the interdisciplinary team meeting.

6. Staff Development

- a. MCPS staff should work closely with local teacher training institutions to share information regarding content enrichment, interdisciplinary instructional practices, and the unique needs of middle school students.
- b. Inservice training should:
 - (1) Assist with middle school program implementation
 - (2) Help staff understand the unique needs of the middle school student
 - (3) Include practices and strategies for implementing the middle school program

D. Desired Outcomes

1. A curriculum that gives appropriate attention to academic goals, the development of socially acceptable behaviors, and other human development needs of early adolescents
2. Required subjects, exploratory courses, and special interest activities that are integrated into every aspect of the middle school program
3. Programs, courses, and learning experiences that prepare students to meet state and local learning outcomes
4. Students who use higher order thinking skills
5. A climate that is responsive to the changing developmental and educational needs of every student

E. Implementation Strategies

1. The curriculum should be implemented through a sequence of learning objectives and related opportunities.
2. Instruction in the required courses is through both interdisciplinary experiences and specific subject matter.
3. A broad range of assessment tools should be used to measure student outcomes, such as products, tests, and portfolios.
4. Instructional, behavior management, and counseling strategies should support the needs of individual students.

F. Review and Reporting

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

Re: PROPOSED MODIFICATIONS TO THE
COMPREHENSIVE MIDDLE SCHOOL POLICY

Mr. Ewing suggested that there needed to be cross-references to other policies, not just a listing of the policy letter designations. There might be a sentence or two explaining the relationship of this policy to the other policies. Mrs. Fanconi suggested including more of the language under purpose in the old policy such as "this policy provides a framework for staff and

community participation in the organization of schools and the delivery of instructional programs." She also noted that at the top of page 2 they did not talk about their commitment to have each individual student succeed. Ms. Gutierrez thought they had to look into results achieved from middle school organization.

Mr. Ewing suggested rewording C. 1. b. (1) to state, "the curriculum should address the following instructional areas..." rather than "be based upon content from." Mrs. DiFonzo recommended that C. 2. c be reworded to state, "When necessary and possible, materials and equipment will be adapted...."

*Mrs. Brenneman joined the meeting at this point.

There was agreement to change "will be appropriate" to "is appropriate" in C. 2. d. Board members questioned the use of "should" and "will" and requested the work group to review the policy to make a change when there was a clear-cut directive given. The example cited was that all schools between elementary and high school shall be called middle schools.... In C. 4. e, Mr. Ewing hoped that they would speak to the kind of risk-taking staff had in mind. Mrs. Brenneman suggested strengthening references in the policy to academics and achievement.

Ms. Gutierrez felt that the policy needed more language on monitoring and evaluation and suggested bringing more specificity into the section on desired outcomes (similar to what was described in the Draft Middle Level School Guidelines. She also thought they needed to be more specific in the section entitled "Review and Reporting."

RESOLUTION NO. 330-92 Re: AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended to add a new #4 under E. Implementation Strategies as follows:

4. There must be development of a set of measures which can be used to assess the effectiveness of the implementation of the policy and of the achievement of the objectives of the policy, both to be incorporated in an evaluation plan to be developed by the superintendent and presented to the Board.

RESOLUTION NO. 331-92 Re: TENTATIVE APPROVAL OF POLICY ON
MIDDLE SCHOOL EDUCATION

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

WHEREAS, On June 27, 1988, the Board of Education adopted a policy on the Framework and Structure of Middle Level Education which states that "each school should include Grades 6 through 8 whenever possible;" and

WHEREAS, On February 12, 1991, the Board of Education adopted a series of Action Areas which included middle school implementation; and

WHEREAS, On August 28, 1991, the Board of Education adopted a resolution instructing the superintendent to develop "a comprehensive middle school policy that replaces all other policies dealing with the structure, organization, and educational program for those students of middle school age;" and

WHEREAS, On March 10, 1992, the Board of Education affirmed its commitment to middle schools as the form of organization for students in Grades 6, 7, and 8 and to the programmatic benefits of middle schools as described in the policy on the Framework and Structure of Middle Level Education on June 27, 1988; and

WHEREAS, The superintendent established a work group to draft a policy analysis and a proposed policy on middle school education; now therefore be it

Resolved, That the Board of Education take tentative action on the proposed draft policy on Middle School Education; and be it further

Resolved, That the Board of Education indicate its intent to rescind Resolution No. 347-88, June 27, 1988, that adopted Policy IEB: Framework and Structure of Middle Level Education, when final action is taken.

Middle School Education

A. Purpose

To provide guidelines and directions to staff and community for establishing school programs that meet the educational and social-emotional needs of all pre- and early adolescents in keeping with the Montgomery County Goals of Education and the Annotated Code of Maryland

To focus on the intellectual growth and the social,

emotional, and physical growth of students in their middle learning years

B. Philosophy

Each student has a unique combination of abilities and talents, learning rates and styles, hopes and dreams, and problems and fears. Rapid physical change in early adolescents creates greater diversity and variability in cognitive functioning and personality development.

Middle school education should address the unique needs and characteristics of emerging adolescents in grades six through eight. It is designed to enable all students to make sense of their world. Students should learn the skills to utilize information that is rapidly changing and broad in scope. It is the responsibility of the middle school staff to help students develop the ability to find and analyze information, pose problems and seek solutions, persevere, collaborate, and take responsibility for their own learning.

All staff are expected to exhibit acceptance of individual differences including race, gender, culture, values, and abilities.

C. Position

1. Curriculum

Curriculum should address questions young adolescents have about themselves and the world around them, and questions posed to them by the world in which they live. It should address the needs of all students, including those with special needs.

- a. Both curriculum content and methodology must relate to the interests and needs of young adolescents. It must emphasize both product and process.
- b. The curriculum should be interdisciplinary and should:
 - (1) Address the following instructional areas: English/language arts, mathematics, social studies, science, foreign language, physical education, art, dance, drama, music, technology education, and home economics
 - (2) Include activities from another discipline or focus on a specific theme, problem-solving, or decision-making skills

- c. Middle school is a time for exploration. Students should engage in a variety of experiences and have opportunities to explore a range of courses.
- d. Required and exploratory courses and special interest activities should:
 - (1) Ensure that students develop personal attributes, such as study skills, self-esteem, responsibility, integrity, and pride in achievements
 - (2) Include problem solving, decision making, and thinking skills

2. Instructional Practices

Instructional practices should incorporate a variety of activities and strategies that encourage students to be active and engaged learners, that provide for the wide range of achievement and energy levels, and that address intellectual, physical, and emotional development of adolescents. Students should be given choices and the opportunity to initiate activities.

- a. Differentiated instructional practices should reflect a wide range of physical, social, emotional, and intellectual growth.
- b. Experiences that promote thinking, from concrete to abstract, should include strategies such as:
 - (1) Performance-based learning experiences
 - (2) Cognitive monitoring
 - (3) Real-life situations
 - (4) Background knowledge
 - (5) Decision-making skills
 - (6) Problem-solving activities
- c. A large selection of age-appropriate, non-stereotypical, and multi-perspective materials should be available. When necessary and possible, materials and equipment will be adapted to meet the developmental needs of a student. All students need the opportunity to utilize a variety of technology as tools for learning.

- d. All students should be grouped and regrouped over the course of the day, week, and marking period in a way that allows them to meet and work with a broad spectrum of peers. Both homogeneous and heterogeneous grouping is appropriate. No grouping arrangement should deny a student access to advanced learning. Grouping should be reviewed periodically and adjustments made based on the student's progress, emerging abilities, interests, talents, and social and affective needs.
- e. In both the planning and the implementation of instruction, middle schools should utilize the special skills of all regular, alternative, and special education staff members.
- f. Instructional practices should provide leadership opportunities for students.
- g. Students should be given the opportunity to learn in community and other non-school settings.

3. Organization and Staffing

- a. All schools between elementary and high school shall be called "Middle Schools," whether or not they contain the sixth grade.
- b. Middle school staffs should:
 - (1) Reflect the multicultural population in MCPS
 - (2) Balance content and pedagogy
 - (3) Be knowledgeable about the characteristics of early adolescents and effective instructional programs and strategies.
- c. The interdisciplinary team model should be the standard for organization in middle schools. An interdisciplinary team is defined as a group of teachers who work with the same group of students and have a common team meeting period.
 - (1) The schools' team leadership should represent as many curriculum areas as possible.
 - (2) Teams at a given grade level should be assigned, taking into consideration composition by gender, race, ethnicity, and academic achievement.

- (3) The number of students on teams should allow for the implementation of the interdisciplinary model.
 - (4) The interdisciplinary team should be the primary vehicle for teacher-parent communication and collaboration.
- d. Flexibility within the schedule should be provided in order to facilitate interdisciplinary teaching, teacher-advisor or mentoring efforts, activity periods, and instructional support periods.
 - e. Staffing should be adequate to support the interdisciplinary team organizational structure and content integrity.
 - f. Middle schools should develop articulation plans to facilitate student transition, placement, and program continuity at each level.

4. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. Each student needs to be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, confidence, and capacity to strive for excellence.

To develop a climate that fosters student growth, schools should:

- a. Ensure that students are expected, encouraged, and given opportunities to learn and succeed in a stimulating and supportive environment
- b. Establish high expectations for achievement and success of all students
- c. Provide a safe, orderly, and drug-free environment
- d. Support appreciation for and sensitivity toward all
- e. Value and foster risk-taking to encourage intellectual inquiry and develop self-confidence
- f. Promote effective human relations

- g. View discipline as a means of helping students develop citizenship skills and responsibility for self
- h. Acknowledge and recognize student, staff, and community achievements
- i. Work to ensure that the total school population is reflected in all school activities

5. Student Support and Reinforcement

Middle schools should provide a coordinated support and reinforcement program designed to address individual student needs and assessment measures.

- a. Support programs should foster student social, emotional, and academic progress. Examples of support programs include peer tutoring, homework club, mentors, homebase, teacher-advisory programs, peer counseling, team parents, and other co-curricular activities designed to improve overall student performance.
- b. Self-esteem for every student should be promoted through activities that enable students to develop skills in goal setting, problem solving, conflict resolution, leadership, and organization.
- c. Programs should provide positive reinforcement for students. Teams should use activities that reward, praise, and recognize efforts as they relate to the diverse needs and abilities of students.
- d. The Educational Management Team process should be incorporated into the interdisciplinary team meeting.

6. Staff Development

- a. MCPS staff should work closely with local teacher training institutions to share information regarding content enrichment, interdisciplinary instructional practices, and the unique needs of middle school students.
- b. Inservice training should:
 - (1) Assist with middle school program implementation

- (2) Help staff understand the unique needs of the middle school student
- (3) Include practices and strategies for implementing the middle school program

D. Desired Outcomes

1. A curriculum that gives appropriate attention to academic goals, the development of socially acceptable behaviors, and other human development needs of early adolescents
2. Required subjects, exploratory courses, and special interest activities that are integrated into every aspect of the middle school program
3. Programs, courses, and learning experiences that prepare students to meet state and local learning outcomes
4. Students who use higher order thinking skills
5. A climate that is responsive to the changing developmental and educational needs of every student

E. Implementation Strategies

1. The curriculum should be implemented through a sequence of learning objectives and related opportunities.
2. Instruction in the required courses is through both interdisciplinary experiences and specific subject matter.
3. A broad range of assessment tools should be used to measure student outcomes, such as products, tests, and portfolios.
4. There must be development of a set of measures which can be used to assess the effectiveness of the implementation of the policy and of the achievement of the objectives of the policy, both to be incorporated in an evaluation plan to be developed by the superintendent and presented to the Board.
5. Instructional, behavior management, and counseling strategies should support the needs of individual students.

F. Review and Reporting

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

Re: EXECUTIVE SESSION

Mrs. Hobbs announced that the Board had met in executive session at lunchtime on negotiations issues.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. Marilyn Van Degrift
2. Walter Lange, Wootton Cluster
3. Connie Tonat, Title IX Gender Equity Committee

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

RESOLUTION NO. 332-92 Re: APPROVAL OF HIGH SCHOOL FIRE
SERVICE CADET PROGRAM REVISIONS

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

WHEREAS, The public school laws of Maryland specify that the county superintendent shall prepare courses of study and recommend them for adoption by the county board (The Annotated Code of the Public General Laws of Maryland Education [Volume], Section 4-205; and

WHEREAS, The public school laws of Maryland also state that the county Board of Education, on the written recommendation of the county superintendent, shall establish courses of study for the schools under its jurisdiction (Ibid., Sec. 4-110); and

WHEREAS, The Program of Studies is the document that contains the prescribed curriculum elements, including instructional objectives, of all MCPS curriculum programs and courses (MCPS Regulation IFB-RA Development and Approval of Curriculum and Supporting Materials); and

WHEREAS, Excellence in curriculum can be maintained only by continuing attention to the need for change; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the revised High School Fire Service Cadet Program; and

WHEREAS, The superintendent recommends that the Board of Education approve this revision; now therefore be it

80-92	Industrial and Technology Education Electronic Supplies	
	<u>Awardees</u>	
	Allegheny Electronics, Inc.	\$ 11,083
	BCS Supply Company	369*
	Collins Electronics, Inc.	738*
	Fairway Electronics Company	2,489
	FIC Corporation	99
	H. C. Baker Sales Company, Inc.	8,288
	Harco Electronics, Inc.	14,969
	Mark Electronics Supply, Inc.	973
	Metco Supply, Inc.	978
	Mid Atlantic Cable Connector	<u>1,588</u>
	Total	\$ 41,574
87-92	Printing Supplies	
	<u>Awardees</u>	
	Am Multigraphics	\$ 19,095
	American Printing Equipment and Supply Company	4,178
	Chaselle, Inc.	3,246
	A. B. Dick Company, Graphic Systems Division	3,822
	National A & E Supply Company	732
	Patton Printing Supplies, Inc.	37,072
	Pitman Company	9,035
	Printers Ink and Supply Company, Inc.	630
	E. H. Walker Supply Company, Inc.	<u>18,240</u>
	Total	\$ 96,050
95-92	Conference Facilities for Drug-Free Schools Workshops	
	<u>Awardees</u>	
	Cliffside Inn/Conference Center	\$ 67,725
	Coolfont Conference Center	<u>87,513*</u>
	Total	\$157,238
96-92	Air Conditioning Repair, Overhaul and Maintenance for Robert Frost Intermediate School	
	<u>Awardee</u>	
	EMD Mechanical Specialists	\$ 39,305
97-92	Upright, Grand, and Electronic Pianos	
	<u>Awardees</u>	
	Jordon Kitt's Music	\$ 9,980
	Kunkel Piano and Organ Company	45,763
	Music and Arts Center, Inc.	29,976
	Washington Music Sales Center	<u>9,196</u>
	Total	\$ 94,915

110-92	Science Tables	
	<u>Awardees</u>	
	Baltimore Stationery Company	\$ 18,760
	Spotts Academic Supplies	<u>10,000</u>
	Total	\$ 28,760
	TOTAL MORE THAN \$25,000	\$722,425

*Denotes MFD vendors

RESOLUTION NO. 334-92 Re: FY 1992 CATEGORICAL TRANSFER WITHIN
THE VOCATIONAL EDUCATION PROGRAM

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

Resolved, That the superintendent of schools be authorized to effect an FY 1992 categorical transfer of \$32,900 within the vocational education programs, funded by the Maryland State Department of Education (MSDE), under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, in the following categories:

	<u>Category</u>	<u>From</u>	<u>To</u>
2	Instructional Salaries		\$29,500
3	Other Instructional Costs		3,400
10	Fixed Charges	<u>\$32,900</u>	
	Total	\$32,900	\$32,900

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.

RESOLUTION NO. 335-92 Re: FY 1992 CATEGORICAL TRANSFER WITHIN
THE STATE AID FOR VOCATIONAL-
TECHNICAL EDUCATION PROGRAM

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

Resolved, That the superintendent of schools be authorized to effect an FY 1992 categorical transfer of \$23,671 within the state aid for vocational-technical education program, funded by the Maryland State Department of Education (MSDE), in the following categories:

RESOLUTION NO. 340-92 Re: REDUCTION OF RETAINAGE - SHERWOOD/
MAGRUDER MIDDLE SCHOOL

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

WHEREAS, Coakley & Williams Construction Co., Inc., general contractor for Sherwood/Magruder Middle School, has completed 83 percent of all specified requirements and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, National Union Fire Insurance Co. of Pittsburg, Pennsylvania, has consented to this reduction; and

WHEREAS, The project architect, Hayes, Seay, Mattern & Mattern, Inc., recommended this request for reduction be approved; now therefore be it

Resolved, That the 10 percent retainage withheld from periodic payments to Coakley & Williams Construction Co., Inc., general contractor for Sherwood/Magruder Middle School, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 341-92 Re: GRANT OF EASEMENT TO THE CITY OF
GAITHERSBURG AT RACHEL CARSON
ELEMENTARY SCHOOL

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Ms. Gutierrez, 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 voting in the negative:

WHEREAS, The City of Gaithersburg is requesting grant of a public improvement easement at the Rachel Carson Elementary School; and

WHEREAS, The public improvement easement grants the City of Gaithersburg the right to enter upon a limited portion of the school site for the purpose of installing and maintaining public improvements; and

WHEREAS, The public improvement easement is contained in a ten-foot wide area lying immediately adjacent to and contiguous with the subdivision roads abutting the Rachel Carson Elementary School; and

WHEREAS, Grant of this public improvement easement can be accomplished by executing a Declaration of Easement describing the rights granted, and a Record Plat showing the area in which the public improvement easement is granted; now therefore be it

Resolved, That the president and secretary be authorized to execute the Declaration of Easement and Record Plat granting the public improvement easement to the City of Gaithersburg.

RESOLUTION NO. 342-92 Re: GRANT OF EASEMENT AT RACHEL CARSON
ELEMENTARY SCHOOL

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

WHEREAS, The Kentlands Citizens Assembly, Inc., has requested an easement for the maintenance of the flag poles, stone wall, and front entrance area to the Kentlands development at Rachel Carson Elementary School located at 100 Tschiffely Square Road in Gaithersburg; and

WHEREAS, The proposed easement consists of 6,191 square feet that will not affect any land anticipated to be utilized for school programming and recreational activities; and

WHEREAS, The Kentlands Citizens Assembly, Inc., has agreed to indemnify and hold harmless the Board of Education from any loss or damage which the Board may sustain; and

WHEREAS, The proposed easement will benefit both the school and the community by encouraging attractive surroundings; now therefore be it

Resolved, That the president and secretary be authorized to execute a grant of easement consisting of 6,191 square feet to the Kentlands Citizens Assembly, Inc.

RESOLUTION NO. 343-92 Re: FY 1993 MODERNIZATION CONSTRUCTION
SCHEDULE

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

WHEREAS, The County Council has tentatively approved FY 1993 modernization funding to complete projects already under construction and to be begin construction and planning for a limited number of other projects as the Board of Education designates; and

RESOLUTION NO. 346-92 Re: EXTENSION OF SICK LEAVE

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

WHEREAS, The employee listed below has suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employee's accumulated sick leave has expired; now therefore be it

Resolved, That the Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated:

<u>Name</u>	<u>Position and Location</u>	<u>No. of Days</u>
May, Ellen Christine	Bus Operator Area 3 Transportation	20

RESOLUTION NO. 347-92 Re: DEATH OF MRS. ANNA V. CLINE,
CAFETERIA WORKER, PARKLAND MIDDLE
SCHOOL

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

WHEREAS, The death on April 28, 1992, of Mrs. Anna V. Cline, a cafeteria worker at Parkland Middle School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Cline had been a loyal employee for over 16 years; and

WHEREAS, Mrs. Cline was respected by staff and students for her friendly manner and positive attitude; now therefore be it

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

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

RESOLUTION NO. 348-92 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Stanley A. Schaub	Acting Admin. Asst. Business Office of Deputy for Instruction	Director of Staffing Dept. of Personnel Services Effective: 6-1-92

Re: MONTHLY FINANCIAL REPORT

Mr. Ewing noted that in the report the news was good about expenditures, but there was a shortfall in revenue. The report indicated that a letter would be prepared to send to the Council; however, some Council members were not supportive of addressing the issue in a positive way.

Mr. Larry Bowers, budget director, stated that the County Council and county executive had been informed about the revenue shortfall of \$1.1 million. This had been done in January with an indication that MCPS would not be able to cover this through savings. The \$1.1 million consisted of a \$530,000 shortfall which was an over-estimation of the carryover of surplus funds from FY 1992. Another piece of this was a shortfall in state revenue largely for transportation funding. Additionally, there was \$200,00 in state reimbursement for special education students in private placement and a shortfall in impact aid. They now had a \$1 million surplus in expenditures which mean about a gap of \$400,000. He reported that this was not unusual for this time of year; however, in past years they had not had a revenue shortfall which complicated the issue. In the past there had been discussions about whose responsibility it was if there were revenue shortfalls from projections from prior year surplus. The MCPS position had always been that this was the county's responsibility. He thought it was important to send another letter to remind them of what was said in January, point out that there was a \$400,000 gap, and highlight all of the measures MCPS had taken.

Ms. Gutierrez asked what percentage \$400,000 was of the total budget, and Mr. Bowers replied that it was less than 1/10 of 1 percent. Ms. Gutierrez thought that this was incredible for a budget this size. Mr. Bowers reported that in the past five or six years the number had been \$200,000 to \$300,000 which was a very small amount of money. Ms. Gutierrez asked what would happen if the county denied this request. Mr. Bowers replied that they had never been in this situation before. It had always been the MCPS position that the county would have to make up that shortfall through their reserves. It was his position that to do anything different, the county would have to reduce the MCPS expenditure authorization.

RESOLUTION NO. 349-92 Re: FY 93 ADULT EDUCATION AND DRIVER
EDUCATION FEES

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

WHEREAS, The Board of Education established an enterprise fund for adult education and driver education programs in FY 92; and

WHEREAS, For FY 92, the Board established adult education fees at \$42 for a 7-week course and \$84 for a 14-week course; and effective the second semester of this school year, the driver education fee was increased to \$207; and

WHEREAS, The Board has established a policy for reduced tuition fees of 50 percent for senior citizens; and

WHEREAS, This enterprise fund must generate revenue to make the programs self-supporting; now therefore be it

Resolved, That the Board of Education set adult education fees for FY 93 at \$46 for a 7-week course and \$92 for a 14-week course, and \$235 for a driver education course; and be it further

Resolved, That senior citizens continue to have reduced tuition fees of 50 percent; and be it further

Resolved, That nonresidents be charged \$56 for a 7-week course and \$112 for a 14-week course in the adult education program.

RESOLUTION NO. 350-92 Re: SUMMER SCHOOL FEES - SPECIAL
EDUCATION

On motion of Mrs. Fanconi seconded by Mr. Pischevar, 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 abstaining; and Mrs. Brenneman being temporarily absent#:

Resolved, That special education summer school fees remain at the FY 1992 level of \$135.

Re: A MOTION BY MS. GUTIERREZ ON THE
GOALS OF EDUCATION

Ms. Gutierrez moved and Mr. Ewing seconded the following:

Resolved, That the Board of Education constitute itself in a subcommittee to work with the superintendent to come forth with a proposal for the Board to review and approve as to the formation of a task force or steering committee that would look at the

Amendment of 1972; Annotated Code of Maryland, Articles 27 and 49B; Sexual harassment strains relationships and disrupts the learning and working environments.

C. POSITION

MCPS does not condone or tolerate any form of sexual harassment of, or by, staff or students.

1. Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature when:

- a) Submission to such conduct is made, explicitly or implicitly, a term or condition of employment/education
 - b) Submission to or rejection of such conduct by an individual is used as the basis of employment/academic decisions
 - c) Such conduct has the effect of unreasonably interfering with work performance/academic performance or creating an intimidating, hostile, or offensive environment
2. Any staff member or student who believes that he or she has been subjected to sexual harassment, or who has any knowledge of other staff members or students engaging in sexual harassment, is encouraged to report such conduct promptly to designated persons/offices.
 3. Any complaint of sexual harassment will be investigated promptly and thoroughly and result in appropriate corrective action.
 4. There shall be no retaliation when an individual files a complaint of or reports sexual harassment. The individual's confidentiality shall be preserved as provided by law.
 5. Any staff member or student who violates this policy shall be subject to appropriate disciplinary action, which may result in termination, suspension, or expulsion.

not support the idea of a call-in. He hoped that any meeting would start with a statement of the nature of the problem and the limited options that the Board had at this juncture. He felt that the statement should be made available in advance of the meeting. Mrs. Hobbs indicated that she was proposing that May 26 be a budget worksession. Mrs. Brenneman hoped that staff would be available to take notes at the forum and said she did not support the call-in. Mrs. DiFonzo supported the idea of a forum because it would allow some interchange of ideas, but she did not support the call-in. Mrs. Fanconi liked the idea of the forum but not the call-in. She was wondering when the Board would see the proposed reorganization of special education, and Mrs. Hobbs hoped that it would be discussed on May 26. Mrs. Fanconi asked that the director of information draft a letter to go out to the PTAs similar to the one sent last year. Mrs. Hobbs asked for a show of hands, and there was agreement that the Board would hold a forum on June 1.

2. Mrs. Brenneman reported that Mayor Kurt Schmoke of Baltimore would be visiting Montgomery County on Friday. She would be taking him to three schools to show him Montgomery County programs as he had done for her when she had visited Baltimore.

3. Mrs. Brenneman complimented the superintendent and staff on implementing the safety and security plan because they were ahead of schedule.

4. Mrs. Brenneman commended the superintendent and staff regarding the test results from the Maryland Test of Citizenship Skills. Einstein, Kennedy, and Seneca Valley high schools had had very significant gains in their scores.

5. Mrs. Brenneman complimented Ms. Trudi Niewiaroski, MCPS Teacher of the Year. She suggested that the Board send a letter of congratulations to Ms. Niewiaroski, who taught social studies at Richard Montgomery High School.

6. Mrs. Hobbs asked whether other Board members were welcome to join Mayor Schmoke when he visited MCPS. Mrs. Brenneman said that would be fine.

7. Mr. Pishevar recalled that a while ago he had made a proposal on +/- grading. The proposal had failed because of the cost of changing the computer program. Staff was to have provided him with information on this computer program. He reminded staff that he had not yet received this information.

8. Mrs. DiFonzo inquired about the status of the cover sheets on Board items. She felt that these were wasteful of paper and recapped what was already in the papers provided the Board. Mrs. Hobbs reported that Board members had been surveyed, and there was a 4/4 tie about retaining or doing away with the white

of the Open Meetings Act and have found that portions of the Board Handbook, adopted by Resolution No. 429-85, September 10, 1985, must be rewritten to take account of the new Act; and

WHEREAS, The Board of Education must adopt and enforce reasonable rules regarding the conduct of persons attending its meetings; now therefore be it

Resolved, That the following sections of the Board Handbook be revised as shown below:

(revised language is shown as shaded - newly revised language is underlined)

Executive Sessions

Under the Annotated Code of Maryland and Title 10 of the State Government Article, the Board of Education is authorized to meet in executive session to discuss personnel matters, acquisition of real estate, ~~legal matters~~, pending litigation, collective bargaining issues, matters protected by public disclosure by law, and other issues including consultation with counsel to obtain legal advice under ~~Article 76A, 11~~ Section 4-106, Education Article of the Annotated Code of Maryland, and 10-508 of the State Government Article. The Board of Education adopts a resolution prior to going into executive session and states the reason for the session; if an emergency session is required, ~~the presiding officer announces at the next public meeting that the Board met in executive session~~ the Board must give notice of the session and take a public vote to go into executive session. The following are guidelines for executive sessions:

1. Executive sessions may be called by the president at any time, at the request of any member or the superintendent. However, the Board must take a public vote to go into executive session and must give public notice of the meeting by delivering a notice of the date, time, and place of meeting to the news media or posting the notice at the meeting site.
2. The presiding officer shall conduct a recorded vote on the closing of the meeting and shall make a written statement setting out the reason for closing the meeting, the specific provision of the Open Meetings Act that allows the meeting to be closed, and the topics to be discussed at the closed session.
3. All final decisions reached during executive session must be confirmed at a public meeting.
4. It is the responsibility of Board members to monitor the topics discussed in executive session to assure that the

topics discussed are appropriate for executive session.

5. Board members and staff are expected to maintain the confidentiality of executive session.
6. The attorney general has ruled that although the Montgomery County Board of Education is without power to discipline its members, it is free to adopt a resolution that expresses its disapproval of a member's action in disclosing the contents of an executive session discussion.

Record of Meetings

The Board of Education maintains records of meeting as follows:

1. Tape recordings of all public meetings and video tapes made of major meetings that are televised.
2. Minutes of all public meetings. The minutes are limited to action taken by the Board unless a Board member specifically requests that a statement on a subject be reflected in the minutes. The minutes record the vote of the student member in parentheses when the student's vote does not count.
3. ~~Notes of executive session.~~ Minutes of executive session, which include a list of each item considered, the action taken, and each recorded vote.
4. The tape recordings and minutes of public meetings are available as a matter of public record. Arrangements can be made ~~to listen to or~~ to purchase audio and video tape recordings of Board meetings.

Meetings of the Board of Education

Regular Meetings

3. At every business meeting, 15 minutes are set aside for Public Comments ~~a Board/Press/Visitor Conference~~ to encourage public participation. It is practice to use a sign-up sheet which is posted 30 minutes prior to the start of Public Comments. Speakers are granted two (2) minutes and are requested to adhere to the rules for public participation in Board meetings.
5. At every business meeting, an item is scheduled on future and past executive sessions. For future executive sessions, the Board will adopt a resolution citing the reason(s) for the sessions as well as the time and place of the sessions. For past executive sessions, a statement will be made on the time, place, and purpose of the closed session; a record

of the vote of each member as to closing the session; a citation of the authority for closing the session; and a listing of topics of discussions, persons present, and each action taken during the session.

and be it further

Resolved, That the Board of Education adopt the following guidelines for the conduct of persons attending Board meetings and direct that these guidelines be included in the Board handbook and displayed in Board meeting rooms:

Conduct of Persons Attending Board Meetings
and
Videotaping, Televising, Photography,
Broadcasting or Recording Meetings

In carrying out the public's business, the Board of Education shall consider the matters on the agenda in an orderly and efficient manner. Under State law, the Board of Education is required to adopt and enforce reasonable rules regarding the conduct of persons attending its open meetings. The Board expects, therefore, that order and decorum will be maintained by the members of the Board of Education and all persons and groups in attendance at Board Meetings. The public and press are requested not to go behind Board members on the dais or at the table. Any material to be distributed to the Board and superintendent should be given to Board staff. Orderly conduct of a meeting does not permit spontaneous discussion from the audience. If the presiding officer determines that the behavior of an individual or groups of individuals is disrupting an open meeting, the Board may have the individual(s) removed. No citizens participating in a Board meeting in a lawful and appropriate way should be intimidated by the actions of others, and sufficient order will be maintained so that all participants may hear and be heard when giving testimony, hearing the testimony of others, or otherwise participating in the meeting.

The Board of Education must be in compliance with County laws and regulations regarding the capacity of the meeting room and will, when necessary, limit the number of individuals who are allowed to enter the room. At no time shall the hallways and egress from the meeting room to the outside of the building be obstructed, and, when necessary, public safety officers (police or fire marshals) will be requested to maintain safe entrances and exits to the meeting room.

The Board of Education welcomes the public, its representatives and the media to attend, report on and broadcast its open meetings. However, under State law, the Board has a duty to adopt and enforce reasonable rules regarding the videotaping,

televising, photographing, broadcasting or recording of its meetings. The Board expects, therefore, that any recording and transmitting of open Board meetings will be unobtrusive and will not in any way interfere with or disrupt the meeting. Should the presiding officer determine that a specific use of a recording, transmitting, or photographing device is disrupting an open session, the Board will request that the individual(s) using the device move the device or cease using the device. If the interference or disruption continues, the Board will have the individual(s) using the device removed from the meeting room.

The intent of these guidelines is to allow the Board of Education to conduct its business in an atmosphere of decorum and to assure the safety and security of the public when attending and participating in Board meetings.

and be it further

Resolved, That the Board handbook be reissued as soon as possible and include other revisions adopted by the Board of Education since its last publishing in 1988.

RESOLUTION NO. 355-92 Re: POLICY BMB, GUIDELINES FOR BOARD OF
EDUCATION ADVISORY COMMITTEES

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

WHEREAS, During the Board of Education's December, 1991 advisory committee appointment process, Board members expressed concern over committee reappointments being assumed to be the rule; and

WHEREAS, Reappointments have, in some instances, impacted committee balance that could have been enhanced by adding new members; and

WHEREAS, Current advisory committee members have been requesting transfers to another committee after serving only a few months; and

WHEREAS, The Board of Education has reviewed Policy BMB, Guidelines for Board of Education Advisory Committees; and

WHEREAS, Policy BMB, Guidelines for Board of Education Advisory Committees, does not address either advisory committee reappointments or transfers in the specificity desired; now therefore be it

Resolved, That the Board of Education take tentative action to revise Policy BMB, Guidelines for Board of Education Advisory Committees, as indicated in the following draft developed by

staff:

Guidelines for Board of Education Advisory Committees

A. PURPOSE

To provide guidelines for appointing members to advisory committees

B. ISSUE

Citizen advisory committees are required by the Annotated Code of Maryland, Education, Section 4-111.

C. POSITION

1. Application

- a. The Board of Education will announce the formation of an advisory committee and solicit members in a display advertisement or news release in one or more Montgomery County newspapers and through other media. Members for standing committees shall be solicited each spring and fall with appointments to be made at the all-day meetings in June and December.
- b. Interested candidates shall fill out applications for advisory committee membership. Applications for membership will be retained for twelve months - through two rounds of Board appointments - unless the applicant is no longer interested or able to serve.
- c. In cases where the Board has determined membership on a committee will be by organization, the organization will be requested to submit nominees for vacancies.
- d. Persons who apply by the deadline stated on the application, plus others who are to be recommended by the superintendent of schools and organizations and agencies, will be considered for appointment to the advisory committee.
- e. The Board will not transfer members from one committee to another. However, members may apply to another committee for terms commencing after their current committee term has ended.

2. Appointment

- a. The Board will endeavor to appoint advisory committees balanced by geographic area, race, gender, and a range of viewpoints.
 - b. If vacancies occur on advisory committees, replacement members usually will be selected by the Board from a list of persons who have previously indicated an interest in serving.
3. Term of Office
- a. All appointments shall be for a two-year term unless specifically designated. Terms of office will end on June 30 or December 31.
 - b. Student appointments to Board advisory committees shall be for one-year terms. All student member terms will begin on January 1 and end on December 31 of the same year.
4. If a new committee's task is expected to take more than one year to accomplish, overlapping terms and rotating membership will be considered.
5. No members shall be appointed to serve for more than two consecutive terms on the same committee unless specifically designated. Reappointment to a second term is not automatic, particularly when a committee does not exhibit balance, as described in 2.a. above.
6. In some cases, the superintendent will be asked to designate a staff liaison member to facilitate information-gathering for the committee, to ensure good communication between the committee and the Board, and, when requested, to assist the advisory committee in preparing the committee's report(s).
7. The responsibility of advisory committees is to the Board of Education, and committees receive their direction and guidance from the Board of Education.

D. DESIRED OUTCOME

To appoint advisory committee members who can advise the Board on the educational issues confronting the county.

E. IMPLEMENTATION STRATEGIES

The Board Office, with the cooperation of the advisory committee liaisons appointed by the superintendent, shall:

1. Develop and implement an advisory committee application

process, including announcements and application forms

2. Prepare appointment briefing packets for the Board that include committee vacancies and list of those who have applied or been recommended, committee composition and membership lists, and applications received.
3. Ensure members are notified of their appointment.

F. REVIEW AND REPORTING

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

RESOLUTION NO. 356-92 Re: EXECUTIVE SESSION - MAY 26, 1992

On recommendation of the superintendent and on motion of Mrs. Brenneman seconded by Mr. Pishevar, 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 May 26, 1992, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

Re: NEW BUSINESS

1. Mrs. Brenneman moved and Mrs. Hobbs seconded a motion to schedule a meeting with State's Attorney Andrew Sonner to discuss youth at risk.
2. Mr. Pishevar moved and Mrs. Brenneman seconded the following:

WHEREAS, Sixth grade students in middle schools are full-fledged members of their schools; and

WHEREAS, Sixth grade students are affected by the same issues and problems as seventh and eighth grade students; and

WHEREAS, Sixth grade students do not have the right to vote for the student member of the Board while their peers in the seventh and eighth grades do; and

WHEREAS, They feel their rights are being abridged and that they are not being given the representation they need and deserve; now therefore be it

Resolved, That the Board of Education explore the possibility of giving sixth grade students the right to vote for the student member of the Board of Education.

3. Mr. Pishevar moved and Dr. Cheung seconded the following:

WHEREAS, The student member of the Board of Education is elected by and represents 46,000 students; and

WHEREAS, The student member has the same responsibilities and pressures of adult members; and

WHEREAS, The student member works from 15 to 45 hours per week on Board of Education business; and

WHEREAS, Adult members receive compensation from the state while the student member receives none; and

WHEREAS, This fact keeps many talented students from running for the school Board; now therefore be it

Resolved, That the Board of Education explore the possibility of having a stipend for the student member of the Board.

4. Dr. Cheung moved and Mr. Ewing seconded a motion to schedule a meeting to look at ways of how to improve the working relationships with universities having education departments or schools of education and to request the superintendent to prepare some suggestions for discussion.

5. Mr. Ewing moved and Ms. Gutierrez seconded a motion that the Board of Education schedule time before school opens in September, 1992, to discuss and review the lessons learned for student success which are the result of the investment the Board approved in Einstein High School as well as the impressive results achieved in other schools in the last year such as Kennedy, Gaithersburg, and Seneca Valley.

Dr. Cheung assumed the chair.

6. Mrs. Hobbs moved and Ms. Gutierrez seconded a motion that the Board of Education schedule a discussion/action item on comments on the new graduation requirements proposed by the Maryland State

Board of Education (prior to the state's July 14 deadline for comments).

Mrs. Hobbs assumed the chair.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Update of Safety and Security Plan
3. Construction Progress Report
4. MFD Procurement Quarterly Report
5. Medical Careers Program Revisions (for future consideration)

Re: ADJOURNMENT

The president adjourned the meeting at 6:25 p.m. to an executive session.

PRESIDENT

SECRETARY

PLV:mlw