



WHEREAS, On May 12, 1992, the Board of Education discussed the policy analysis of the QIE policy as well as an analysis of the Long Range Educational Facilities Planning (LREFP) policy because of the impact of the QIE policy on the LREFP policy; and

WHEREAS, On July 7, 1992, the Board of Education held a worksession on the issues presented in the two analysis of the two policies; and

WHEREAS, On September 9, 1992, the Board of Education adopted a timeline for discussion/action on the QIE policy and LREFP policy; now therefore be it

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

Resolved, That the tentatively adopted draft policy be sent out for public comment and be discussed at a public hearing on January 14, 1993, with final adoption scheduled for February 1, 1993.

### Quality Integrated Education

#### A. Purposes

To enable all students to explore and expand their academic potential regardless of background characteristics

To provide the program elements that develop the skills and understanding necessary to function successfully in an increasingly multi-racial/multi-ethnic democracy

To promote racial, ethnic, and socioeconomic diversity in schools as a means of learning about and interacting with others of different backgrounds

#### B. Issue

Of the many factors influencing students' academic achievement, some are more directly under the control of the school system and some are more directly related to family and community conditions. The latter may include parental support for education and learning, economic resources, individual talents, community demographic conditions affecting mobility, employment opportunities, or cultural resources. The factors more directly under control of the schools include varieties of teaching strategies, application of appropriate classroom technologies, staff training, staff preparation, professional renewal, classroom support personnel, and other administrative and material resources.

This school system is fortunate to have represented within its borders the pluralism brought by the African American, American Indian, Asian American, Hispanic, and White communities within our county and by the multi-ethnic groups within each. Some factors contributing to this diversity within the schools are under the control of the administration and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of the U.S. society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world.

Integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depend upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Specifically, diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also advances racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, integrated education expands postsecondary opportunities for our diverse populations.

Therefore, a policy that supports quality education for and integration of all students will have a positive effect on our students who live and work together in a culturally diverse society.

#### C. Position

##### 1. Supporting Academic Achievement

- a. Staff will formulate methods for identifying schools most in need of support to improve academic achievement and for allocating supplementary resources to support quality education. These methods will be based on various factors that correlate with achievement and will be updated as better, more accurate factors are developed and/or become available for use by the school system.
- b. Once a school is identified as having a substantial number of students with educational needs, additional resources should be allocated to assist schools in delivering educational services that ensure all students have the opportunity to develop their potential.

## 2. Identifying and Supporting Diversity

- a. The school system should take reasonable measures to enhance the diversity of the student enrollments within each school. Such administrative measures include, but are not limited to:
  - (1) Monitoring and regulating inter-school transfer requests from parents
  - (2) Assessing and striving for balanced school populations, including consideration of socio-economic diversity when facility space needs require change in service areas
  - (3) Considering acquisition of school sites that have potential to maintain or improve diversity, including socioeconomic diversity
  - (4) Pairing schools
  - (5) Implementing magnet and special programs
- b. The school system should take reasonable measures to implement program strategies for increasing the opportunities for students to learn from the interaction with others of different races and ethnic groups. Such program alternatives can include, but are not limited to:
  - (1) Curricular or extracurricular offerings
  - (2) Joint school activities
  - (3) Other activities designed to help students function in a multi-racial/multi-ethnic society.
- c. Schools whose profiles warrant a need for increased diversity or for preserving diversity in the student body should be considered for one or more of the various administrative or program remedies discussed above.

### D. Desired Outcome

MCPS will provide a quality education for all students regardless of background characteristics by providing an educational environment that assists students to compensate for the barriers that inhibit their educational success.



December 14, 1992

Re: TIMELINE AND SCHEDULE FOR EASTERN  
AREA (BLAIR) ALTERNATIVE

Mrs. Brenneman moved and Mrs. Fanconi seconded a motion to adopt the superintendent's memo of December 10, 1992, on the eastern area alternative (Blair).

RESOLUTION NO. 895-92      Re: AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE EASTERN AREA  
(BLAIR) ALTERNATIVE

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

Resolved, That the motion on the Eastern Area (Blair) alternative be limited to the schedule proposed by the superintendent.

Re: A MOTION BY MR. ABRAMS ON THE  
PROPOSED SCHEDULE FOR CONSIDERATION  
OF THE EASTERN AREA (BLAIR)  
ALTERNATIVE (FAILED)

A motion by Mr. Abrams that any draft proposals on the eastern area (Blair) alternative would be submitted to the Board for discussion prior to going out to the community failed for lack of a second.

Re: A MOTION BY MRS. FANCONI ON THE  
PROPOSED RESOLUTION ON THE EASTERN  
AREA (BLAIR) ALTERNATIVE

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

Resolved, That the proposed resolution be amended to state that a letter would be sent explaining to the County Council why the Board had to go through its process and asking for their consideration of a special hearing to allow the community to testify after the Board takes action.

Ms. Gutierrez made the following statement for the record:

"The Board has a process that it has used for years for coming up with decisions and for providing for community input and for providing for a very open involvement with everyone affected, and this timeline as accommodating as it is to the Council's request raises havoc with our process. I can't see that we will in any way provide the kind of opportunities for clear review, evaluation, input, and comments. I can hear it now from the community that they did not have a chance to do this or have an opportunity to provide comments. The timeline here is just a very tight timeline. My comments are more for the record in a sense of frustration with what the Board is being subjected to

undertake in this process, and it needs to be recognized by the Council. If Mrs. Fanconi's motion can underline the kind of difficulties and the kind of intrusion into the process that will really weaken, I think, the overall decision making that is possible under this constraint. It is very important that we attempt to clarify that."

RESOLUTION NO. 896-92      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE EASTERN AREA  
(BLAIR) ALTERNATIVE

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

Resolved, That the proposed resolution be amended to state that a letter would be sent explaining to the County Council why the Board had to go through its process and asking for their consideration of a special hearing to allow the community to testify after the Board takes action.

RESOLUTION NO. 897-92      Re:    EASTERN AREA (BLAIR) ALTERNATIVE

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

Resolved, That the Board of Education adopt the following timeline for the eastern area (Blair) alternative:

Mid-January 1993	!	MCPS planning staff develops and disseminates to potentially affected schools a draft proposal(s) for the eastern area
	!	School communities react to staff with comments and suggestions
Late-January 1993	!	Superintendent and executive staff review and develop alternative(s) for eastern area as part of the capital budget process
February 1, 1993	!	Superintendent presents CIP-related recommendations to Board
	!	Superintendent presents eastern area alternative(s)

- February 9, 1993     !     During regular Board meeting, Board requests any alternatives that it wants to be subject to a public hearing
- March 1, 1993       !     Board conducts public hearings on CIP recommendations, alternatives, and any alternative related to eastern area
- March 9, 1993       !     Board acts to amend its adopted CIP
- !     Board acts to consider whether to forward an alternative to use of the Kay tract in response to the Council request for information

and be it further

Resolved, That a letter would be sent explaining to the County Council why the Board had to go through its process and asking for their consideration of a special hearing to allow the community to testify after the Board takes action.

RESOLUTION NO. 898-92     Re:   ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 11:10 p.m.

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PRESIDENT

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SECRETARY

PLV:mlw