

Dr. Joseph Villani, associate superintendent, reported that following the Board's resolution on possible MCPS initiatives the staff began working on a wide array of initiatives. Some of them were continuations of activities, and some were new. He introduced Dr. Betty Morgan, representing the Office of School Administration; Dr. Phinnize Fisher, associate superintendent; Mr. Jack Schoendorfer, director of the Department of Instructional Support Programs; Dr. Mary Helen Smith, director of the Department of Educational Accountability; Ms. Ana Downs, teacher in ESOL/Bilingual; and Ms. Teresa Wright, a teacher at Magruder High School.

Dr. Fisher indicated that in the 1994-95 school year the directors met with each secondary principal to review the plans for the year and to talk about the development of specific initiatives and plans for addressing the SAT scores of Hispanic students. The directors reviewed the data with the schools, indicated problem areas, and in some instances worked on developing school improvement plans. They also identified specific groups of students who could use intensive support, and these efforts were monitored throughout the school year. In addition, the directors appeared on the radio and used newspapers and the Internet to provide parents and community with information on the importance of SAT scores. School identified specific students who needed support on the SATs as well as students who needed encouragement to take AP and honors courses. Several schools developed cluster-wide objectives related to SATs. Schools also provided some one-on-one instruction, small group instruction, large group instruction, Saturday schools, and other supports. Schools developed mentoring and tutoring programs and formed Hispanic clubs and honor societies to foster academic awareness among students. Counselors and other school personnel encouraged students to take the PSATs and SATs and to enroll in the prep courses. Schools held parent conferences with interpreters. They distributed flyers and sent letters home to share information with parents about the importance of SATs. Schools followed up with home visits, letters, notes, and meetings with students. Several schools went out to communities to identify Hispanic mentors to act as role models for success and achievement.

Dr. Smith said that they were disseminating information to schools about what MCPS had learned about SAT performance. One thing they had learned was that students needed to get engaged in academics early. Therefore, they needed to begin working at the elementary level to encourage students to pursue the right courses. They knew that if students took the SAT more than one time, their scores improved. Therefore, they were encouraging students to take the PSAT, take the SAT, and retake the SAT. They were coaching students, and they found that the student needed to take the SAT very close to the end of the coaching situation. If a student was attending a coaching session, he or she should attend each time to get maximum benefit from the coaching.

Dr. Smith reported that DEA was looking at the number of years a student had been in MCPS. They had discovered that students who spent a considerable amount of time in MCPS tended to perform better on the SAT. Staff in ESOL/Bilingual Programs who worked with students beginning in the elementary grades did make a difference by encouraging students to be involved in academics. She explained that the Educational Testing Service did not collect the data in the format used by MCPS. When students registered for the SAT, they identified their racial or ethnic group and used their social security number. Students also indicated where the results were to be sent. Educational Testing determined the percentage of Hispanic students taking the test which differed from the MCPS designation; therefore, DEA had to tease out the information on the ethnic and racial background of students. This meant that the initial reporting of SAT scores would differ from the end-of-the-year report which contained the racial and ethnic information.

Ms. Wright informed the Board that at Magruder they decided to have a partnership with the parents in the community. Hispanic countries did not have SATs; therefore, they had to instruct parents about the American education system, the importance of college, what courses had to be taken to get to college, and how to prepare for the SATs. In her community they had two parents who were teachers in the District of Columbia who helped to develop Saturday workshops to work on academic achievement. Students must be accompanied by their parents, and they had 25 parents participating. Ms. Wright explained that many Hispanic parents felt they could not participate because they did not know the language. This summer they were working with 10 of those student to help them become role models and leaders for other Hispanic students. She hoped that parents would act as role models for other parents so that they could expand the Saturday school.

Ms. Downs worked as a parent resource teacher in the Wheaton cluster where she interacted with seven different schools. She agreed they had to start in elementary schools because high school was too late. She worked with parents to explain the educational system and the importance of SATs. She had monthly meetings with all seven schools and members of the community, and she invited Hispanic speakers as well as students. She said that more and more parents were attending these meetings because they were hungry for information and for ways to help their children. In addition, Ms. Downs conducted English classes because many parents could not communicate in English. She had father/son and mother/daughter conferences, and she made home visits. She did try to send home school information in Spanish.

Dr. Vance observed that while this was a major concern they had not been able to apply additional resources or to create a centrally-controlled initiative. They had had to work through the clusters and the schools. He believed that this was not a senior high

school issue. It was a preK-12 concern. While the focus today was on Latino students, it was really a focus on the 88 percent of their student population who went on to two- or four-year colleges.

Dr. Vance noted that he had reviewed the report of the Superintendent's Task Group on Controlled Choice. It was amazing to the extent the same issues appeared in the Latino initiative, the concerns of African-American parents, and the gifted and talented policy. This pointed out the necessity for them to consider how youngsters were prepared for post-secondary education. He believed that this issue needed far more central office direction and additional resources in order to make certain that each one of their youngsters would be successful.

Ms. Gutierrez recalled that in September 1994, when she introduced the item, the Board had seen the SAT scores for 1993-94. She expected that they would have another report in the near future. However, she was concerned about today's paper because it did not have a single number in it. It was hard for Board members to deal with a subject on which no data had been provided. She personally felt it was hard to deal with this subject without having a clear and precise indication of what the situation was and what were the numbers they were talking about.

Ms. Gutierrez stated that the Board's resolution spoke to initiatives being taken in response to the decline, but a lot of what was covered in today's paper was a list of ongoing efforts. These activities were almost a summary of everything having to do with Latino students, not necessarily focusing on SAT performance. While all of these programs were related, it did not help them if they were not linking the outcomes of all these programs. She did not know how many students were involved in these activities, and she did not know whether their participation in these activities had made a difference.

Ms. Gutierrez noted that it had been pointed out that the College Board divided Hispanics into three groups; therefore, none of the tables included Hispanics. In some schools the group was so small it was impossible to compute the overall Hispanic average. She thought that in a year they would have had an opportunity to look at the data and make those linkages. She pointed out that when a student took an SAT it was recorded on their records, and she was sure they could manipulate the data to print out the scores of Hispanic students in MCPS. This was a minimal search, but they had not done it. She thought it was hard for the Board to address this subject when they did not know what they were talking about.

Ms. Gutierrez said there was a single table which included Hispanics and which was the results by graduating class from 1987 to 1994. This showed a decrease in the percentage of Hispanics taking the test and a drop of 21 points in the average scores for Hispanic students. Where school data had been provided, she was

able to find the largest group at Wheaton High School which also had the lowest percent tested. She thought this was a key indicator that they could begin to work with. They needed to know how many students were participating and how many more were taking the test. She asked whether they had had an increase in numbers of students taking the SAT or the PSAT. In 1994 they had no information on Hispanics and the PSAT.

Ms. Gutierrez commented that the key problem was the lack of data, and if they did not do anything else, they had to gather some of that data. She was concerned that a lot of the programs in the paper were ad hoc, and "some" of the activities occurred at "some" of the schools, "some" of the time. It seemed to her that a lot of the better efforts were volunteer-based. She did not think they would have significant improvements unless they did much more systematic planning and implementation of a program. She thought that they could do a systematic approach in two, three, four, or five high schools with the highest percentage of Latino students. They could monitor, plan, and provide supports.

Thirdly, Ms. Gutierrez was concerned that they did not have an evaluation of what they were doing. In the report there was nothing about how well they were doing and whether or not efforts worked. She had the feeling that there was not a commitment of MCPS to improve the academic achievement of Latino students. At least, there was no hard evidence that MCPS was working toward this goal. One of the activities mentioned was an SAT SOAR program which was supported by NASA and George Washington University. About 20 MCPS students had participated and the average increase in their scores was 233 points. This program was run by two volunteers. Those results told them that something very good was happening.

Ms. Gutierrez was somewhat dismayed with the way the item had been presented to the Board. She did not feel they could take the necessary actions because they did not know what they had to do in MCPS to achieve the kind of results they wanted. The last paragraph in the report from the superintendent said that he felt all the necessary steps were in place to address the issues the Board wanted addressed. She did not agree that all the necessary steps were there to address the issue. She suggested that the Board receive some of the data related to the programs mentioned in the report to get a better feel for what they were doing well and what they had to improve.

Dr. Vance said it appeared that the major issues were the lack of data. She had suggested consideration of five clusters with the largest number of Hispanic students, and she was concerned about an evaluation of the initiatives and results. It seemed to him that in August that when they received the 1995 results from the SAT they would break down the data and analyze it.

Mr. Ewing agreed with the comments made by Ms. Gutierrez. His reading of the initiatives made it clear that those were worthy of support, and he was glad to see that staff was working to provide assistance. However, what they had was a set of initiatives which varied in nature, coverage, focus, and intent. There was not yet evidence of a strategy to deal with the problem other than to continue to pursue a wide range of initiatives. They did not have evidence as to whether some approaches had results better than others from students. They did not have evidence about the conditions under which programs succeeded or failed for students. There was nothing in the memorandum that spoke to an intent to evaluate or assess programs or initiatives except the continuing analysis of SAT results.

Mr. Ewing thought it was important to build a strategy that was focused. It was important for them to speak to the problem itself. These students were unusual in the outcomes they exhibited. They needed to know the extent and nature of that. They had a description of what they were doing, but they did not have a description of how well things were working. They did not know what was causing this. They had some assumptions. One hypothesis was that parents were unfamiliar with the SAT and its importance. Another assumption was that students had not learned appropriate test-taking skills. They might not understand that they needed to repeat the tests and receive coaching. There might be other hypotheses about the source of the difficulty, and they needed to articulate those.

Mr. Ewing said that what they had in front of them was useful as a description of what they were now doing, but at the same time it was not acceptable to stop here. The problem was too serious. They needed a strategy and an indication of how they expected to assess outcomes and what would be done with the results of these assessments. There needed to be some systematic way to ensure that limited resources were placed in those programs that had payoffs for students. He worried that their approach to problems of this sort had been characterized in the past by the mounting of multiple efforts to help students. These efforts were uneven in their application and unmeasured as to their results. It seemed to him that a focused approach based on data and assessment of impact was what they needed if they were going to solve these problems. He was distressed by the continuing evidence that this particular community was not performing in a way they would all wish.

Dr. Cheung shared a lot of thoughts expressed by Mr. Ewing and Ms. Gutierrez. He thought that some of the initiatives were very good, but they were very general. They needed to know exactly what students were not performing. Were all Latino students not doing well? He did not believe this. Therefore, they needed data on which group did or did not do well. They needed to find where this population was and whether there were pockets of excellence or problems. They needed to know why this was happening. He stressed

that they needed to have a good individual student profile database that could be matched with the social security number to pull out people who were doing well or not doing well.

Dr. Cheung agreed that they needed to start early for all students. What they were addressing at this point was the SAT score. To do well in the SAT, students needed tutoring and mentoring. It required a lot of understanding and support from parents. He wondered whether there was any way they could look at working with the community, not just Latinos, for afterschool enrichment, tutorials, and mentorships. They had to identify the problem and see what they could do. However, this should be a community effort. The school system could not do everything, but they had to do their best to help these students and their families.

Mrs. King commended the staff on the report. She was hearing that this was a real good step but it was not the end. They still had a long way to go. She had met with a group of students, and she had heard from some students, including Latinos, that they did not feel it was necessary to take the SAT and go on to college because they saw so many college graduates without jobs. She agreed that they had to involve the families and show students how important it was to get an education. She was shocked by the number of young people who had no intention of going on to college and who had no interest in taking the SAT. They did not want to put the effort into studying for the SAT.

It seemed to Dr. Vance that the suggestion that they look at "why" was intriguing. He hoped that the Board would revisit this, but it might mean putting some other projects in DEA on the backburner. He had met with a staff member from Montgomery College who reported that on the number of youngsters who showed up in August and September to register. Some had taken the SATs and some had not. They had no idea of what they wanted to do other than wanting to go to college. This was part of the profile they were developing with the College to find out where these students were coming from and what could be done to improve their performance. He thought that at some point this year there might be a recommendation for a more prescriptive curriculum for students going to college. Now youngsters were saying they were not going to college, but at some point they showed up at Montgomery College. This was true of all students, not just Latinos.

Ms. Gutierrez remarked that in the report there was mention of the Guidance Unit and their efforts. This was one area where they might be able to focus special attention. They had been working with the Hispanic Alliance to offer financial workshops, and Kathy McGuire had done a fantastic job but was the only one. The counselors were not trained to help the international community. There were only eight FTE bilingual counselors, and those were under ESOL and had a targeted focus. They needed to look at the general counselors. There was also a statement that information

was being translated, but she had heard this for over four years. She said there was the newspaper article on minorities moving to the suburbs. The fastest and largest increment was in the Hispanic community. Now they were talking about SAT scores, but they had to look at these needs in a bigger context.

Mrs. Gordon explained that she had scheduled this item because it had been on the new business list for a very long time. Perhaps she should have delayed scheduling it until they had the next set of reports back on the SATs.

Mrs. Gordon said she would like to know who was responsible at each high school for working with all students to say that in this grade a student should take the PSATs or it was time to take the SAT. If a parent did not understand the system, she wondered how a student knew when these tests should be taken. Dr. Villani replied that this generally was the responsibility of the Guidance Unit. Mrs. Gordon noted that counselors had to deal with a whole range of issues, and if they were going to look at a systematic approach, it would help Latino students if they had a process for all students which told students when they had to do what. Most high school newsletters included the dates for these tests, but this was not personalizing it for individual students.

Dr. Morgan stated that there was a lot of advertising about the SATs in the high schools. In addition, high schools had translated the notices into Spanish for students, and the notices had been distributed through the ESOL program. A variety of people in the high school could do the follow up and did do it. Often it fell to the ESOL teacher or the counselor. However, it was often informal. Mrs. Gordon thought they needed some routine so that students had access to their guidance counselors. Some students sought out the counselors and received additional follow up support. They needed to look at providing an opportunity over a four-year period for students to have some regular contact for that kind of counseling. Perhaps these reminders could be done in English classes, but there needed to be a regular occasion to inform students about what they had to accomplish on their road to college.

Mrs. Gordon thanked staff for their participation. It was her assumption that once they had additional data and information on the SATs there would be additional tracking of data to see how efforts had or had not been successful. Dr. Vance suggested that the Board might want to consider this as a new business item. He thought they could come back to the Board sometime during the year when they had an opportunity to analyze the data and suggestions made today. They could come back to the Board with a report to address recommendations and suggestions.

July 11, 1995

Re: BOARD SUBCOMMITTEE REPORT - AUDIT
COMMITTEE

Mrs. Gordon reported that Mr. Abrams was chair of the Audit Committee, and in his absence, she would ask Ms. Melissa Woods, staff assistant, to report.

Ms. Woods stated that the report listed the committee's role which was to look at the annual reports of the outside and internal auditors. They also reviewed annual priorities and work plans of the internal auditing group. The committee had met twice and planned another meeting in early September. In February they reviewed the external auditor's report, management letter, and the superintendent's response. They considered a number of issues related to insurance and retirement and brought the Board recommendations regarding consolidation of retiree life and health trusts and some technical amendments to the MCPS retirement and pension systems.

Re: BOARD SUBCOMMITTEE REPORT - LONG-
RANGE PLANNING

Mr. Ewing reported that the subcommittee had been in existence since December and had met six times -- four times as a subcommittee and twice with the superintendent and his executive staff in all-day sessions to discuss strategic and long-range planning. The written report included agendas for three of the meetings held to date and for the meeting planned for July 13.

On July 13, the subcommittee planned to act on several specific recommendations to the Board and superintendent on capital and operating budget issues that arose out of the recommendations of the Long-range Planning Task Force. The subcommittee spent most of its time educating itself about long-range and strategic planning processes and approaches. It had developed a work plan which it would adopt on July 13 and which would guide future activities.

In the report he had listed a number of major issues to which the subcommittee had given its attention over the past seven months. One of them was to look at the development of plans for public involvement and participation in the planning and decision-making process. On July 13 they would also talk about definitions of terms such as vision, mission, goals, and objectives. He thought that the group had made substantial progress but saw a very substantial job ahead of it. An important part of that job was to work with the whole Board to develop recommendations that the Board could adopt. He noted the timetables in the report. He commented that they had worked closely with the superintendent and his staff and hoped to create a process that engaged the whole school system.

Mr. Ewing reported that the subcommittee would probably have some specific recommendations to the Board for action in the fall. He encouraged Board members to attend their meetings and to read the materials they had collected. On July 13, they would be talking about "futures search," which was the newest concept about strategic planning. They had started off as the long-range subcommittee, and they might want to suggest changing their name to the long-range and strategic planning subcommittee. They had also had some participation by the county PTA, MCEA, and the Corporate Partnership.

Ms. Gutierrez commended the committee for all the work they had been doing. She had attended one of their meetings, and she had expressed the thought that the full Board must be involved. She hoped that the subcommittee would consider holding a retreat on this subject. Mr. Ewing thought this was a good idea. The committee would be making recommendations about a framework to the Board so they would have something specific to discuss when they did get together.

Mrs. Gordon explained that they had been moving fairly rapidly as a subcommittee in educating themselves. They had spent countless hours getting information and understanding how long-range and strategic planning differed and what the similarities were. She agreed that they did need to share that, but the committee needed to come forward with some specific recommendations. She expected that they would have a retreat so that all Board members could participate; however, it was difficult for Board members to schedule entire days off.

Re: BOARD SUBCOMMITTEE REPORT - RESEARCH
AND EVALUATION

Mrs. Gordon said that Ms. Gutierrez, as chair, had provided the Board with a report. The committee had scheduled a meeting for July 26.

Ms. Gutierrez thanked Ms. Woods for pulling together the report. Mr. Ewing had headed the committee, and they had not met since she assumed the chair. This was an old committee that had been functioning under a set scope and pattern, and when they had met they were confronted with the idea of how did they do more with less. The Board had been very supportive of strengthening their research and analysis capabilities, but the Department of Educational Accountability had been affected by budget reductions. They had to re-engineer what the committee did and perhaps propose how to get research and evaluation done within MCPS in a different modality. If they were going to be dependent on the resources available to them, they had to consider other ways of doing this research and analysis.

Mr. Ewing recalled that when they made their commitment in January in adopting the FY 1996 budget on research and evaluation, they ended up with less than the money it would have taken to fund the subcommittee's recommendations. The Council made bigger cuts in this budget; however, the Board was able to restore some funds. In the process they got a question about teacher evaluation, and it appeared they were being encouraged to go ahead with this. He assumed that the subcommittee would discuss the issue of teacher evaluation.

Ms. Gutierrez said she would appreciate it if the superintendent could provide some suggestions to the subcommittee on ways of getting other types of supports in MCPS to help them do research and evaluation rather than depending solely on DEA to do this work. Mrs. Gordon agreed that this was something they were going to have to look at because DEA had taken a lot of hits over the years. Perhaps they could look at the bigger picture of how they did assessments and measured accountability rather than looking at the specific tasks to be done. There might be other creative ways of doing this other than relying on DEA to carry the burden for the entire system.

RESOLUTION NO. 462-95 Re: BNA - OMBUDSMAN TO THE BOARD OF
EDUCATION

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

WHEREAS, On June 13, 1995, the Board of Education reorganized its office; and

WHEREAS, Job functions, titles, and responsibilities have changed in the Board Office as a result of this reorganization; and

WHEREAS, Board Office policies adopted by the Board of Education have to be modified to reflect the new organization; and

WHEREAS, On June 26, 1995, the Board of Education took tentative action on Policy BNA - Ombudsman to the Board of Education; now therefore be it

Resolved, That the Board of Education adopt Policy BNA - Ombudsman to the Board of Education as follows:

BNA

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: BNB, BP

Ombudsman to the Board of Education

A. PURPOSE

To establish guidelines for the staff member acting as ombudsman to the Board of Education

B. ISSUE

In a school system that has tens of thousands of students and thousands of employees, it is nearly impossible to expect things to go right all the time. There are formal appeal procedures that protect the due process rights of parents, students, and citizens and grievance procedures to protect the rights of employees. However, there are times when it is appropriate to initiate less formal inquiries into people's concerns and problems. In a large agency like the Montgomery County Public Schools, an ombudsman can help ensure that problems between citizens and the school system get handled as expeditiously and efficiently as possible.

C. POSITION

1. The function of ombudsman shall be retained by the Board of Education
2. The principal functions of the staff member acting as ombudsman shall be:
 - a) To serve as ombudsman in matters relating to the schools and school system for those persons in the community, including school employees, students, and other citizens who have problems, complaints, information, or suggestions to bring to the attention of school authorities for which no channels of communication appropriate to their needs are available
 - b) To provide other staff assistance to the Board, including the following responsibilities:
 - (1) To prepare at the specific direction of the Board in each instance factual and evaluative reports and recommendations relating to educational programs, policies, procedures, organization, or administration
 - (2) To prepare at the request of the Board, compilations, surveys, or summaries of information and technical literature or other sources relating to educational matters

- (3) To attend meetings of public committees and of other school-community organizations at the direction of the Board in the capacity of an observer
 - (4) To undertake such other assignments as the Board may request
3. In carrying out these duties, the ombudsman shall:
- a) Have access to all pertinent files, records, data, reference and research materials, and other such informational resources from the public schools, subject to the provision that material in the personnel file shall be made available only with the consent of the employee whom it concerns; confidential material in a pupil personnel file shall be made available only with the consent of the parent or guardian concerned
 - b) Be provided with the support needed to fulfill the assignments, including secretarial assistance, duplicating services, and office supplies and facilities
 - c) Receive the cooperation of all employees of the public schools in the performance of these duties
4. It is essential to the function of ombudsman to the Board of Education that information be furnished to the ombudsman on a confidential basis and that such confidences be preserved. To this end, procedures to assure confidentiality of information received by the ombudsman shall be established by the Board.
5. The ombudsman shall not undertake any duties or assignments which contravene the authority of the superintendent as specified in *The Annotated Code of Maryland, Education*, or any other laws, bylaws, rules or policies of the State Board of Education; he/she shall not interfere with contractual grievance procedures but shall provide services in accordance with rights of staff members as specified in the Negotiated Agreements; and he/she shall not, while acting in the capacity of ombudsman, violate any of the constitutional rights of complainants or of the persons against whom complaints have been brought.

D. DESIRED OUTCOME

Board level services to citizens, staff, students and parents that are timely and responsive to their issues and concerns.

E. IMPLEMENTATION STRATEGIES

Procedures for the selection of a person to act as ombudsman shall be established by the Board and the superintendent.

F. REVIEW AND REPORTING

The overall effectiveness of this function shall be reviewed and evaluated by the Board and superintendent annually.

Policy History: Adopted by Resolution No. 649-70, December 21, 1970; reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, and accepted by Resolution No. 550-88, October 24, 1988; amended by Resolution No. 732-90, November 26, 1990.

RESOLUTION NO. 463-95 Re: POLICY BNB - GUIDELINES FOR THE WORK
OF STAFF TO THE BOARD OF EDUCATION

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

WHEREAS, On June 13, 1995, the Board of Education reorganized its office; and

WHEREAS, Job functions, titles, and responsibilities have changed in the Board Office as a result of this reorganization; and

WHEREAS, Board Office policies adopted by the Board of Education have to be modified to reflect the new organization; and

WHEREAS, On June 26, 1995, the Board of Education took tentative action on Policy BNB - Guidelines for the Work of Staff to the Board of Education; now therefore be it

Resolved, That the Board of Education adopt Policy BNB - Guidelines for the Work of Staff to the Board of Education as follows:

BNB

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: BNA, BP

Guidelines for the Work of Staff to the Board of Education

A. PURPOSE

To establish guidelines for the duties of the staff to the Board of Education

B. ISSUE

The powers and mandatory duties of the Board of Education are defined in the Education Article of the *Annotated Code of Maryland* and the *Code of Maryland Regulations*, 13.1, State Board of Education. The Board needs both the advice of the superintendent and the support of staff to fulfill its general responsibilities as outlined in Policy BP, which include selecting and appointing the superintendent of schools; formulating and interpreting policies; making a continuous appraisal of the educational and administrative process; communicating with citizens, staff and students; and acting in a quasi-judicial role to hear appeals of superintendent decisions.

C. POSITION

1. The Board of Education shall be assisted in fulfilling its responsibilities by both professional and support staff.
2. Staff Responsibilities
 - a) Ombudsman
 - (1) The staff member acting as ombudsman serves any employee, student, and other citizen who has problems, complaints, information, or suggestions which he/she elects to bring to the attention of the ombudsman. The ombudsman will direct persons with problems, complaints, information, or suggestions to the appropriate channels of communication. Where, in the judgment of the ombudsman, appropriate channels of communication are not available, the ombudsman shall attempt to have the problem resolved at the most appropriate administrative level. Those cases which cannot be resolved at lower levels will be brought to the attention of the deputy superintendent and/or the superintendent. If a case or cases cannot be resolved satisfactorily at the deputy superintendent or superintendent levels and if in the judgment of the ombudsman the circumstances warrant further review, the ombudsman may recommend to the president of the Board and to the superintendent that the case be brought to the attention of the Board of Education. In a case or cases involving Montgomery County Public Schools employees, the ombudsman shall review periodically with the Board and the superintendent the abstract inferences and suggestions with respect to policy and administration which may be derived from such cases. The ombudsman shall make similar reports to

the Board and superintendent with regard to cases coming from students and the community at large.

- (2) The ombudsman shall have the responsibility to advise the Board and the superintendent immediately regarding the existence of a problem which, in the judgment of the ombudsman, warrants the prompt attention of the Board of Education and the superintendent.
- (3) In order for the ombudsman to be able to carry out the responsibility of that function, it is essential that information furnished in confidence remain confidential. The ombudsman, therefore, shall not offer testimony concerning such confidences in any adversarial proceedings, except where the release of such information is required by virtue of a subpoena or court order in a judicial proceeding. Except in a judicial proceeding, as described in a preceding sentence, the ombudsman shall not divulge any information furnished to him/her in confidence, nor shall any person utilizing the services of the office or furnishing information to it authorize, or seek, the release of any confidential information so furnished.

b) Staff Assistance

- (1) Staff to the Board of Education will perform assignments developed jointly by the staff director and the Board of Education. Assignments may be suggested by the staff, any member of the Board, and the superintendent. The assignments and their relative priority will be determined by the Board bimonthly. No assignment will be made without a concurrence of at least a majority of the Board. The superintendent shall have the opportunity to comment upon the work program prior to its adoption. The assignments may include the preparation of factual and evaluative reports and recommendations relating to programs, policies, procedures, organization, or administration; preparation of compilations, surveys, or summaries of information and technical literature relating to educational matters; attendance at meetings of community and school organizations; and such other assignments as the Board may request.
- (2) The staff director shall present a quarterly report to the Board, or he/she may request more immediate consideration. In addition, he/she will present a

public report annually. This public report will refer to both the ombudsman and staff assistance functions. The public report will carefully preserve appropriate confidentiality of personnel for whom staff have provided services.

- (3) In addition to the assignments described above, any member of the Board of Education may propose an ad hoc assignment for the staff. An ad hoc assignment is defined as one which would be expected to consume a total of less than one-half day of staff work time and which may need accomplishment before the next quarterly meeting. Ad hoc assignments shall not include assignments which are expected to lead to the preparation of a new policy for Board consideration or an assignment which might be considered an investigation. Examples of an ad hoc assignment might be the attendance at a public meeting or the preparation of a brief, special analysis. Requests from individual Board members for such assignments shall be channeled through the president of the Board who will, in consultation with the staff director, determine their reasonableness in light of the existing work-load of the staff. The president of the Board will have the option of delegating this authority to the vice-president regarding the channeling of ad hoc assignments. To facilitate the efforts of staff and to avoid work duplication, the president of the Board usually will advise and seek comments of the superintendent regarding the ad hoc assignments. The president of the Board shall inform the Board member who made the request of any determination that an ad hoc assignment cannot be carried out. Any decision of the president may be appealed to the entire Board of Education.

c) Staff Director

- (1) The staff director shall have the responsibility to advise the Board and the superintendent immediately when staff detect the existence of a problem which, in the staff director's judgment, warrants the prompt attention of the Board of Education and the superintendent.
- (2) The staff director shall present a report of staff work quarterly to the Board, or he/she may request more immediate consideration. In addition, he/she will present a public report of staff work once a year. This public report will refer to both ombudsman and staff assistance responsibilities. The public report will carefully preserve appropriate confidentiality of personnel for whom the staff have provided services.

3. Staff Administration

The staff to the Board of Education work under the supervision of the staff director, at the direction of the Montgomery County Board of Education, and within the guidelines of the staff functions established by the Board of Education. The staff have a responsibility to serve all of the members of the Board of Education equally. The staff director will maintain a log of assignments and will provide copies of the log to all Board members and the superintendent as part of the quarterly report to the Board.

D. DESIRED OUTCOME

Support to the Board of Education that meets the needs of the Board as a whole, as well as the needs of its individual members when possible. In addition, the staff to the Board of Education should be responsive to the citizens, staff, students and parents served by the Board and maintain confidentiality in every matter they handle.

E. IMPLEMENTATION STRATEGIES

Job descriptions for staff to the Board of Education shall be established by the Board, with the assistance of the superintendent.

F. REVIEW AND REPORTING

The work performed by the staff to the Board of Education shall be reviewed annually by the staff director, the Board of Education and the superintendent. Job descriptions for staff to the Board of Education shall be reviewed by the Board at least once every four years, with input from the staff director and the superintendent.

Policy History: Adopted by Resolution No. 438-71, July 13, 1971; amended by Resolution No. 584-72, September 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, and accepted by Resolution No. 550-88, October 24, 1988; amended by Resolution No. 732-90, November 16, 1990.

Re: A MOTION BY MS. GUTIERREZ ON CHANGES
TO BOARD RESOLUTIONS AS A RESULT OF
BOARD OFFICE REORGANIZATION (FAILED)

The following motion by Ms. Gutierrez failed of adoption with Ms. Gutierrez voting in the affirmative; Dr. Cheung, Mr. Ewing, Mrs. Gordon, and Mrs. King voting in the negative:

WHEREAS, On June 13, 1995, the Board of Education reorganized its office; and

WHEREAS, Job functions, titles, and responsibilities have changed in the Board Office as a result of this reorganization; and

WHEREAS, Previous actions taken by the Board of Education have to be modified to reflect the new organization; now therefore be it

Resolved, That Resolution No. 458-79, Board of Education Correspondence Procedure, adopted May 8, 1979, be rescinded and that the Board adopt a new resolution to state that the responsibility for the day-to-day administration of the correspondence procedure will be the staff assistant - ombudsman/communications and to replace the citation for "Article 76A" with "State Government Article § 10-618"; and be it further

Resolved, That Resolution No. 56-81, Board of Education Parliamentarian, adopted January 13, 1981, be rescinded and that the Board adopt a resolution to appoint the staff director of the Board of Education as the parliamentarian; and be it further

Resolved, That Resolution No. 335-81, Listing the Parliamentarian (by name) in the Minutes, adopted April 29, 1981, be rescinded; and be it further

Resolved, That Board of Education staff be directed to update the Board Handbook to reflect changes in titles, job descriptions, and responsibilities.

Re: A MOTION BY MR. EWING TO ADOPT A
PROPOSED RESOLUTION ON CHANGES TO
BOARD RESOLUTIONS AS A RESULT OF
BOARD OFFICE REORGANIZATION (FAILED)

The following motion by Mr. Ewing failed of adoption with Dr. Cheung, Mr. Ewing, Mrs. Gordon, and Mrs. King voting in the affirmative; Ms. Gutierrez voting in the negative:

WHEREAS, On June 13, 1995, the Board of Education reorganized its office; and

WHEREAS, Job functions, titles, and responsibilities have changed in the Board Office as a result of this reorganization; and

140-93	Milk, Milk Shake Mixes, Cottage Cheese, Yogurt, and Fruit - Extension <u>Awardee</u> Green Spring Dairy, Inc.	\$ 134,754
109-94	Diplomas, Certificate and Certificates of Merit - Extension <u>Awardee</u> Josten's, Inc.	\$ 29,000
5-95	Snack Food, Chips and Popcorn - Extension <u>Awardees</u> Smelkinson/Sysco Wise Products Distribution, Inc. Total	\$ 121,176 <u>4,442</u> \$ 125,618
46-95	Groceries and Staples <u>Awardees</u> Carroll County Foods Chaimson Brokerage Company Continental Foods, Inc. Dori Foods, Inc. Interstate Coffee Service Company, Inc. J. S. Food Brokerage, Inc. Karetas Foods, Inc. Mazo-Lerch Princess Ann Products Sandler Foods - Contract Division Total	\$ 64,710 19,200 4,300 54,401 26,051 10,136 583 12,331 172,695 <u>19,472</u> \$ 383,879
136-95	Wiping/Polishing Cloths <u>Awardees</u> Joseph Gartland, Inc. Lam Supply Corporation Total	\$ 24,408 <u>9,225*</u> \$ 33,633
141-95	Upright, Grand and Electronic Pianos <u>Awardees</u> Kunkel Piano and Organ Company Washington Music Sales Center, Inc. Total	\$ 56,232 <u>3,798</u> \$ 60,030
143-95	Industrial and Technology Education Automotive Supplies <u>Awardees</u> Abrasive Accessories, Inc. B & R Welder Repair Service, Inc. Delcoline, Inc. Ferguson Corporation Fullwell Products Graves Humphreys Company K. Layne, Inc. Mattos, Inc.	\$ 648 120* 18,915* 541 147 633 90 3,858

RESOLUTION NO. 469-95 Re: UTILIZATION OF FY 1996 FUTURE
SUPPORTED PROJECT FUNDS FOR EVENT-
BASED SCIENCE PROJECT

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects a grant award of \$70,984 from the National Science Foundation for the fourth year of the Event-based Science Project, in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
2 Instructional Salaries	1.0	\$40,774
3 Other Instructional Costs		22,055
10 Fixed Charges	—	<u>8,155</u>
Total	<u>1.0</u>	<u>\$70,984</u>

* 1.0 Project director - 100% NSF funded (Grade P)

and be it further

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

RESOLUTION NO. 470-95 Re: UTILIZATION OF FY 1996 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
MAYDALE NATURE CENTER PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects, a grant award of \$3,000 from the Maryland State Department of Education, under the bylaw of the Annotated Code of Maryland concerning environmental education, for the Maydale Nature Center Program, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$2,700
3 Other Instructional Costs	100
10 Fixed Charges	<u>200</u>
Total	<u>\$3,000</u>

and be it further

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

RESOLUTION NO. 471-95 Re: UTILIZATION OF FY 1996 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
SPANISH/ENGLISH DUAL LANGUAGE
LEARNING PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects a grant award of \$218,171 from the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, under the Program of Developmental Bilingual Education, for year two of the Spanish/English Dual Language Learning Program, in the following categories:

	<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
2	Instructional Salaries	2.3	\$149,326
3	Other Instructional Costs		25,500
10	Fixed Charges	—	<u>43,345</u>
	Total	<u>2.3</u>	<u>\$218,171</u>

* 1.0 Project Coordinator, Grade E (12 month)
.5 Teacher, A-D (10 month)
.8 Office Assistant II, Grade 9 (12 month)

and be it further

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

RESOLUTION NO. 472-95 Re: UTILIZATION OF FY 1996 FUTURE
SUPPORTED PROJECT FUNDS FOR THE MCPS
OUTDOOR EDUCATION PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects a grant award of \$5,837 from the Chesapeake Bay Trust for the MCPS Outdoor Education Program, in the following categories:

	<u>Category</u>	<u>Amount</u>
2	Instructional Salaries	\$2,880
3	Other Instructional Costs	2,727
10	Fixed Charges	<u>230</u>
	Total	<u>\$5,837</u>

and be it further

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

RESOLUTION NO. 473-95 Re: UTILIZATION OF FY 1996 FUTURE SUPPORTED PROJECT FUNDS FOR THE MARYLAND EQUIPMENT INCENTIVE FUND PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects, a grant award of \$2,525 from the Maryland Equipment Incentive Fund, a component of the Governor's Mathematics/Science Initiatives, for the purchase of selected science equipment to be placed in elementary and secondary schools, in Category 3--Other Instructional Costs; and be it further

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

RESOLUTION NO. 474-95 Re: UTILIZATION OF FY 1996 FUTURE SUPPORTED PROJECT FUNDS FOR SUMMER MARYLAND'S TOMORROW PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects a grant award of \$66,628 under the federal Job Training Partnership Act, through the Montgomery County Private Industry Council, for the Summer Maryland's Tomorrow program, in the following categories:

	<u>Category</u>	<u>Amount</u>
2	Instructional Salaries	\$52,637
3	Other Instructional Costs	9,675
10	Fixed Charges	<u>4,316</u>
	Total	<u>\$66,628</u>

and be it further

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

RESOLUTION NO. 475-95 Re: UTILIZATION OF FY 1996 FUTURE SUPPORTED PROJECT FUNDS FOR THE VOCATIONAL INTEREST EXPLORATION WORKSHOP (VIEW) AND THE UPCOUNTY SUMMER WORK PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1996 Provision for Future Supported Projects a grant award of \$ 26,593 from the Montgomery County Private Industry Council under the Job Training Partnership Act for the Vocational Interest Exploration Workshop and the Upcounty Summer Work Program in the following categories:

	<u>Categories</u>	<u>Amount</u>
4	Special Education	\$ 24,763
10	Fixed Charges	<u>1,830</u>
	TOTAL	\$ <u>26,593</u>

and be it further

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

RESOLUTION NO. 476-95 Re: TUITION FOR OUT-OF-COUNTY PUPILS FOR FY 1996

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

WHEREAS, Resolution 364-77 that established the basis for nonresident tuition charges and provides that the per pupil cost

shall be based on the current year's estimated cost including debt service; and

WHEREAS, The basis for the calculation of cost per pupil for tuition purposes in FY 1996 is as follows:

	<u>Kindergarten</u>	<u>Grades 1-6 Elementary</u>	<u>Middle/ Senior</u>	<u>Special</u>
Est. No. of Pupils	9,400	48,916	54,627	5,331
<u>Cost</u>				
Op. Budget	\$31,806,028	\$302,053,296	\$376,048,720	\$77,675,294
Cap. Budget				
Cur. Rec.	556,032	5,280,303	5,896,785	577,621
Debt. Svs.	<u>2,531,808</u>	<u>24,043,083</u>	<u>26,850,141</u>	<u>2,630,112</u>
Total Cost	\$34,893,868	\$331,376,682	\$408,795,646	\$80,883,027
<u>Cost Per Pupil</u>				
Op. Bud.	\$3,087	\$6,175	\$6,884	\$14,516
Cap. Bud.:				
Cur. Rec.	54	108	108	108
Debt Svs.	<u>246</u>	<u>492</u>	<u>492</u>	<u>492</u>
Total Cost	\$3,387	\$6,775	\$7,484	\$15,116
Full Day Kindergarten:				
Operating Budget		\$6,175		
Capital Budget:				
Current Receipts		108		
Debt Service		<u>492</u>		
Total Cost		\$6,775		

now therefore be it

Resolved, That the tuition rates for out-of-county pupils for the 1995-1996 year shall be:

Kindergarten	
Half Day	\$ 3,387
Full Day	6,775
Elementary	6,775
Secondary	7,484
Special Education	\$15,116

Note: In FY 1996, the total projected amount of current receipts funding for the capital budget is \$12,408,000 and the total projected debt service to be paid by the

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county is \$56,498,000. These amounts are included in the calculation for out-of-county tuition.

RESOLUTION NO. 477-95 Re: MONTHLY PERSONNEL REPORT

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

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

RESOLUTION NO. 478-95 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Paula M. Gordon	El. Principal Trainee Watkins Mill ES	Principal Brown Station ES Effective: 7-12-95

RESOLUTION NO. 479-95 Re: PERSONNEL APPOINTMENT

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Ms. Gutierrez, the following resolution was adopted unanimously by members present:

Resolved, That the following personnel appointment be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Howard G. Wohl	Acting Asst. Principal	Principal Clearspring ES Effective: 7-12-95

RESOLUTION NO. 480-95 Re: PERSONNEL TRANSFER

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

Resolved, That the following personnel transfer be approved:

<u>Transfer</u>	<u>From</u>	<u>To</u>
Ben G. Ellis, Jr.	Principal Waters Land ES	Principal Capt. James E. Daly ES Effective: 7-12-95

RESOLUTION NO. 481-95 Re: PERSONNEL APPOINTMENTS

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

Resolved, That the following personnel appointments be approved:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Clarence Anderson	Admin. Intern White Oak MS	Asst. Principal White Oak MS Effective: 7-12-95
Joseph M. Austin	Admin. Intern Paint Branch HS	Asst. Principal Paint Branch HS Effective: 7-12-95
Mary Ann Jobe	Sec. Admin. Intern Damascus HS	Asst. Principal Damascus HS Effective: 7-12-95
Stephen J. McGinn	Sec. Admin. Intern Longview School	Asst. Principal Thomas W. Pyle MS Effective: 7-12-95
Sylvia E. Morrison	Admin. Intern Rockville HS	Asst. Principal Rockville HS Effective: 7-12-95
Joseph M. Sacco	Admin. Intern Poolesville MS/HS	Asst. Principal Poolesville MS/HS Effective: 7-12-95
Diane M. Switlick	Admin. Intern Gaithersburg MS	Asst. Principal Gaithersburg MS Effective: 7-12-95
Elaine Tanenhaus	Admin. Intern T. S. Wootton HS	Asst. Principal T. S. Wootton HS Effective: 7-12-95
Carol A. Weiss	Admin. Intern Ridgeview MS	Asst. Principal Ridgeview MS Effective: 7-12-95

RESOLUTION NO. 482-95 Re: PERSONNEL REASSIGNMENTS

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

Resolved, That the following personnel reassignments be approved:

<u>Reassignment</u>	<u>From</u>	<u>To</u>
Madeline A. Coleman	Principal McKenney Hills Learning Center	Asst. Principal Westland MS Effective: 7-12-95
Patricia K. Lesnick	Asst. Principal Stephen Knolls School	Asst. Principal Dr. Sally K. Ride ES Effective: 7-12-95
Jody Silvio	Acting Asst. Principal Poolesville M/HS	Asst. Principal Poolesville M/HS Effective: 7-12-95

RESOLUTION NO. 483-95 Re: PERSONNEL TRANSFERS

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Ms. Gutierrez, the following resolution was adopted unanimously by members present:

Resolved, That the following personnel transfers be approved:

<u>Transfer</u>	<u>From</u>	<u>To</u>
Stanley J. Klein	Asst. Principal Stedwick ES	Asst. Principal Brooke Grove ES Effective: 7-12-95
Sally L. Han	Asst. Principal Westland MS	Asst. Principal Robert Frost MS Effective: 7-12-95
Phyllis A. Preston	Asst. Principal Ridgeview MS	Asst. Principal Forest Oak MS Effective: 7-12-95
Daniel E. Contesti	Asst. Principal Tilden MS	Asst. Principal Redland MS Effective: 7-12-95
Michael Tartamella	Asst. Principal T. W. Pyle MS	Asst. Principal Tilden MS Effective: 7-12-95

Re: CONSTRUCTION PROGRESS REPORT

Mr. William M. Wilder, director of the Department of Facilities Management, explained that they had several major projects underway including the modernization of Julius West MS, Jackson Road ES, Georgian Forest ES, North Chevy Chase ES, Rosemont ES and Brookhaven ES. They were constructing two middle schools -- Rocky Hill and Forest Oak. They were completing the final phases of the additions at Damascus and Magruder high schools. New construction and modernizations were on schedule.

Mr. Wilder recalled that they had some difficulty at the beginning of the gymnasium additions at Jackson Road and Georgian Forest elementary schools. The contractors were trying to make up the lost time, but there was a possibility these facilities would not be ready for the opening of school. There might be a delay in the resurfacing of the track at Damascus HS. They were moving 55 relocatable classrooms this summer, and 31 were in place. They were working with the Student Construction Trades Foundation to pilot a program in two schools to tear down and reinstall canopies. They were bringing several schools into compliance with ADA requirements, and they were installing roofs on six schools. They were moving Einstein HS into Northwood, Westland to Tilden, Flower Valley to North Lake, and Kemp Mill to the old Fairland building.

Mr. Wilder indicated that Maintenance had an extremely heavy workload this summer. They were managing 150 separate contracts involving PLAR projects with a value of \$6.3 million. They had 26 projects being handled by the maintenance renovation team.

In regard to roofing, Mr. Ewing asked whether they kept track of what roofs worked well in terms of materials and design. Mr. Wilder replied that they had learned not to build flat roofs. They now had a roofing insurance policy as opposed to a bond. They had been able to attract quality contractors. They were now using a built-up roof with membrane and were having success.

Ms. Gutierrez asked whether they were experiencing an increase from previous workloads. She knew they had a concerted effort for Facilities Management to take on more of the oversight activities. Mr. Wilder replied that the funding level had remained constant, but the number of projects were up considerably from last year but in many cases were smaller. Ms. Gutierrez requested an update prior to budget season on how they had changed their operations and whether or not there were productivity gains.

RESOLUTION NO. 484-95 Re: TENTATIVE ACTION ON THE POLICY ON
GIFTED AND TALENTED EDUCATION

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

WHEREAS, In 1978, the Board adopted a policy on the education of gifted and talented students; and

WHEREAS, In 1988, the Board passed a Reaffirmation of the Board Policy on Gifted and Talented Students; and

WHEREAS, On December 13, 1994, the Board adopted a resolution requesting the superintendent to prepare a policy analysis of existing Policy IOA, Gifted and Talented Students; and

WHEREAS, On March 14, 1995, the Board discussed the policy analysis and a proposed draft policy; and

WHEREAS, The Board requested that staff review the proposed draft policy further; and

WHEREAS, The superintendent established a work group to review the issues and make recommendations for changes to the draft policy; and

WHEREAS, The work group presented recommendations, and staff has redrafted a proposed policy on gifted and talented education; now therefore be it

Resolved, That the Board of Education take tentative action to adopt the proposed draft Policy IOA, Gifted and Talented Education, as shown on the following draft, sent it out for public comment and rescind existing Policy IOA, Gifted and Talented Students; and be it further

Resolved, That Mr. Ewing's proposed amendments and the superintendent's proposed timeline be sent out with the draft policy.

Gifted and Talented Education

A. PURPOSE

To reaffirm gifted and talented education as a high priority for MCPS

To affirm that acceleration and enrichment of the entire academic program is appropriate

To provide direction to staff and community that places special emphasis on addressing the cognitive and affective needs of high-achieving and potentially high-achieving students

To extend each child's intellectual boundaries and help all students achieve their highest potential

To ensure that differentiated educational programs and/or services are systematically provided for gifted and talented students in all Grades K-12, including gifted students with learning disabilities or other special needs and to assure that gifted and talented students are offered an appropriate level and pace of instruction in each of our schools

B. ISSUE

Success for every student begins with establishment of clearly defined student outcomes, identification of each student who is not achieving those outcomes, intervention with appropriate strategies to improve each student's performance, and monitoring of results. Children with special abilities and talents are part of the human mosaic in our schools and communities. They typically learn at a pace and depth that set them apart from the majority of their same-age peers. Because they have the potential to perform at high levels of accomplishment and have unique affective and learning style needs when compared with others of their age, they require instructional and curricular adjustments that can create a better match between their identified needs and the educational services they typically receive. Special and critical emphasis needs to be placed upon addressing the needs of high-achieving and potentially high-achieving students exhibiting a broad spectrum of abilities and talents. The selection, training, development, and evaluation of staff who educate gifted and talented students, whether in the regular classroom or in specialized programs, is a critical element in any attempt to provide for the special needs of these students.

C. POSITION

1. Definitions

a) Gifted and Talented Students are defined in this policy as follows:

(1) Children and youth with outstanding talent who perform or show the potential for performing at high levels of accomplishment when compared with others of their age, experience, or environment. These talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

(2) Children and youth who exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in

specific academic fields. They require services or activities that may go beyond those ordinarily provided by the schools.

- b) Acceleration is defined as progress through the education program at rates faster or at ages younger than conventional; providing instruction at a level and pace appropriate to a child's achievement and readiness regardless of grade level. Acceleration may include, but is not limited to:
- (1) Advanced placement in a subject (without being assigned to a higher grade, the student is placed for part of the day with students at more advanced grade levels for one or more subjects)
 - (2) Curriculum compacting (the student is given reduced amounts of introductory activities, drill, and review so that the time saved may be used to move more quickly through the curriculum)
 - (3) Telescoping curriculum (the student spends less time than usual in a course of study; e.g., completes a one-year course in one semester)
 - (4) Concurrent programming in elementary/middle school, middle/high school, high school/college
- c) Enrichment is defined as giving students the opportunity to learn in greater depth and breadth. Enrichment may include but is not limited to:
- (1) Complexity of content
 - (2) Emphasis on analogical and transformational processes
 - (3) Creative and original products

2. Curriculum

- a) In Grades K-8, accelerated and enriched curricula will be provided to all students who have the capability or motivation to accept the challenge of such a program. This curriculum will be rigorous and challenging and matched to the abilities,

achievement levels, and interests of high ability students.

- b) There will be opportunities and expectations for students to learn at an accelerated pace, to learn in depth, and to learn integrated themes and connections between disciplines in order for students to attain the highest level of academic instruction.
 - (1) Preassessment to determine what students already know will be routinely used in all curricular areas and provision made for advanced instruction.
 - (2) There will be a balance between accelerating the pace and enriching the instruction by the use of facilitative instructional strategies which include inquiry, small group or individual consultation, problem solving, and higher level questioning. The curriculum will be flexible enough to be responsive to student strengths and interests.
 - (3) MCPS will prepare scope-and-sequence objectives from the regular curriculum in Grades K-8 in mathematics, reading/language arts, science, and social studies which will allow gifted and talented students to progress with appropriate enrichment and at a pace matched to a child's achievement and readiness.
- c) Curriculum standards will be set that ensure curriculum and assessment practices that challenge gifted students. Assessment of student progress will include mastery of content and demonstration of higher-level thinking skills. Assessment measures will clearly indicate benchmarks for high achievers.
- d) A variety of organizational options for delivery of curriculum in Grades K-12 will be implemented in all schools.
 - (1) Schools will utilize flexible and varied grouping practices that enhance the opportunity to receive expanded, intensive, enriched, and accelerated curricula at all instructional levels, as warranted by students' needs and their mastery of subject matter.

- (2) A balance needs to be achieved so that highly able students have the opportunity to work in homogeneous groups, heterogeneous groups and individually depending on the content area and task involved.
- e) Schools will make classroom assignments that ensure that children who are achieving at the highest level are not isolated from each other.

3. Program

To respond to the range of needs and abilities among gifted and talented students, every school will have an appropriate, clearly defined and articulated program for gifted and talented students.

- a) Programming will be developed as needed in each K-8 school and in other settings. Planning for gifted and talented will include special provisions for:
 - (1) Challenging instruction, flexible grouping and scheduling arrangements that allow time with intellectual peers for in-depth study in mathematics, reading/language arts, science, social studies, and foreign language
 - (2) Communication of the program to parents
- b) The Honors Program will be the vehicle for serving gifted and talented students in all Grade 9-12 schools.
- c) For students who require a markedly different programming, centers for highly gifted and other special programs including magnet programs will continue to be provided, and new programs will be developed as needed.

4. Identification

- a) MCPS will carry out a broad-based screening of all students in Grade 2 and a rescreening of all students in later elementary grades. Recognizing there is a range of abilities among gifted and talented students, this screening will identify gifted and talented students using multiple indicators of academic and leadership potential, including tests of academic achievement, aptitude, and creativity; samples of student work; and subjective assessments obtained from teachers,

counselors, peers, parents, subject area experts, community members, and the students themselves.

- b) To meet the needs of gifted and talented students during early childhood years:
 - (1) Schools will make every effort to recognize and foster early evidence of giftedness and adjust reading and other academic programs appropriately
 - (2) Kindergarten, first, and second grade teachers will plan activities which will nurture curiosity, creativity, and the development of thinking skills
- c) In Grades 6-8, schools will recommend students for classes of gifted and talented or for cluster groupings on the basis of mastery of course prerequisites, willingness to complete challenging assignments, previous grades, teacher recommendations, or other appropriate measures.
- d) In Grades 9-12, students will be admitted to Honors and Advanced Placement classes on the basis of mastery of course prerequisites, willingness to complete challenging assignments, previous grades, student interest, teacher/counselor recommendations, or other appropriate measures.

5. Nurturing/Mentoring

Underachieving and traditionally underrepresented students will be nurtured through a variety of efforts including:

- a) Informal identification of high achievers and potentially high achievers in primary grades
 - b) Working with teachers, parents, and mentors on ways to nurture potential
 - c) Distributing characteristics of gifted/learning disabled and/or underrepresented groups and adaptive techniques that assist these students in mastering challenging instruction
 - d) Planning programs for long-term nurturing
6. Teachers and principals are of central importance to successful education for gifted students. Comprehensive training in the nature and needs of gifted students

including the importance of using appropriate instructional strategies and program practices as well as the characteristics, identification, and programming strategies and accommodations for gifted learning disabled students, is essential. Staff development activities ranging from awareness to advanced skill level training will be provided on a continuous basis.

7. Communication

There will be a system of communication that includes the following:

- a) Informing parents about the content and expectations of their gifted and talented programs, the selection procedures, and services available through support and advocacy groups
- b) Reporting to parents about the performance standards, authentic assessments that are appropriate for high-achievers and potential high-achievers, and progress of their child
- c) Resolving concerns about an individual student's program at a school through the regular consultative process by principal and teacher with the parent or guardian. Issues not resolved will be addressed in a timely manner by other administrative processes, including when appropriate the use of the Educational Management Team.
- d) Informing the broader community about gifted and talented programs, opportunities, and achievements, as appropriate.

8. Coordination

Central coordination for the management and implementation of programs for gifted and talented students will include but not be limited to the following:

- a) Planning and budget development
- b) Providing assistance and support to school staff in program development and parents in responding to student needs
- c) Developing, implementing, monitoring and revising, as necessary, the guidelines for identifying gifted and talented students

- d) Selecting and developing curriculum materials for gifted and talented students
- e) Designing and delivering training to a variety of audiences, including administrators, teachers, counselors, and central office personnel
- f) Selecting staff for Centers of Highly Gifted and special programs in collaboration with schools and the Office of Personnel Services
- g) Collecting data to monitor program participation

D. DESIRED OUTCOMES

- 1. An accelerated and enriched program in each subject area will be provided routinely in every school, K-12.
- 2. All students who are capable of doing so will be given the opportunity to work above grade level and in advanced and enriched materials in all content areas in every grade level in each school.
- 3. All schools will use a variety of flexible and varied grouping arrangements which will enhance the delivery of accelerated and enriched instruction.
- 4. The classroom, school organization, and instructional strategies will be designed to accommodate diversity in student backgrounds as well as their abilities and interests.

E. IMPLEMENTATION STRATEGIES

The superintendent will do the following:

- 1. Implement consistently, evaluate periodically, and revise as necessary the MCPS identification procedure for intellectual/academic or visual and performance arts areas K-12, and develop, implement, and periodically review identification procedures for special and magnet programs
- 2. Develop challenging curricula and, where appropriate improve high-end curricula and provide a continuum of objectives that fosters continuous progress
- 3. Include, in all MCPS curriculum documents appropriate adaptations for accelerated and enriched learning and make available additional targeted curriculum documents and resources materials

4. Develop new curricula as the need arises, and identify, evaluate, and disseminate additional materials on a continuous basis
5. Develop instructional technologies through which students will be able to access an ever-expanding array of services that will enrich their learning experiences
6. Make available a variety of educational options, both inside and outside the classroom
7. Transfer successful curricula and teaching strategies in gifted and talented programs to the general education program, as appropriate
8. Prepare budget requests that provide adequate resources to implement the policy
9. Disseminate effective strategies for increasing diverse participation in gifted and talented programs, and for nurturing potential giftedness, especially during preschool and early childhood years
10. Implement academic benchmarks and authentic assessments that measure the outcomes sought in an academically appropriate curriculum for high-achievers, and report to parents how their child is performing in relation to these standards
 - a) The assessment tools may include criterion-referenced tests, checklists, portfolios, exhibitions, demonstrations, work products, and journals
 - b) Where appropriate, these assessments will be designed to be an integral part of the teaching/learning process, and students will be taught to assess their own progress and products
11. Encourage students to participate in academic competitions

F. REVIEW AND REPORTING

1. An annual report will be made to the Board of Education on the progress of implementing this policy during its first three years and include recommendations for policy changes if necessary.
2. This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

Mr. Ewing's proposed amendments:

1. The resolution should be amended to add:
 - a. A new WHEREAS after the present sixth WHEREAS, as follows:

and,
WHEREAS, the Board asked that the superintendent bring to the Board a draft regulation; and
 - b. A new resolve, after the present resolve, as follows:

Resolved, That the Board of Education shall take final action on the policy only after the proposed regulation is presented in completed form to the Board of Education.

2. The policy shall be amended to require that initial curriculum standards will be sent by a certain date, as follows:

On line 159, page 6, Section C.2.(c), the language will be changed to read:

Curriculum standards will be set in initial format within six months of the adoption of the policy, with the expectation that these standards will be revised or refined over time. These standards will be designed to ensure (and here go to line 160).

3. The policy should be amended to provide for direction by the superintendent, as follows:

In Section E., page 13, beginning with line 367, the language would be changed as follows:

The superintendent shall direct implementation of this policy and specifically shall ensure that every school has a program that meets its requirements. Among the specific actions the superintendent will take are the following: (here pick up line 369)

4. The policy shall be amended to require a timeline for the first three years of implementation, as follows:

In Section E., page 15, line 426, add a new item:

 12. Prepare and revise annually a timeline for implementation of the policy, to be attached to the policy as an officially adopted appendix, covering the first three years of implementation. The timeline shall include completion of regulations following from the policy.

5. The policy shall be amended to expand and specify initial accountability measures as follows:

Insert after line 422 in the draft:

However, within six months, the following accountability measures will be implemented:

- (a) MCPS will report by grade for each school the average rate of progress (number of ISM levels) in mathematics for students on, above, and below grade level.
- (b) MCPS will report by grade for each middle school the number and percentage of students who complete Algebra 1 each year.
- (c) Students who take the mathematics Criterion Reference Test (CRT) will be tested at their instructional level, based on their ISM assessments, rather than their grade in school. Students who score above or below a specified threshold on the CRT will be retested using a more appropriate level test, and their level of instruction adjusted to match the student's demonstrated level and pace of learning.
- (d) For each high school, MCPS will report annually the number of students who scored 3 or above on Advanced Placement exams by AP subject.

Other accountability measures will be developed and proposed to the Board for review and adoption in the future.

6. The policy shall be amended to ensure that the Board is fully apprised of implementation status, as follows:

Substitute for Section F.2 on page 15, lines 434 through 436:

Based on student outcomes, evaluations of program effectiveness, and other relevant information, this policy will be reviewed and updated every three years in accordance with the Board of Education policy review process.

Re: BOARD/SUPERINTENDENT COMMENTS

1. Dr. Vance stated that Mr. Wilder had covered much of what he was going to say about the significant amount of work underway in the preparation of schools for the new school year. Summer was nearly half over, and their work in preparing for the first day of school was in high gear. He would be providing the Board with a series of reports on this including the readiness of facilities, the hiring of personnel, the allocation of materials and resources, and the reorganization of the central office. He had provided the

reclaim it. He had driven through the neighborhood, and he suspected that projections for student enrollment were modest. He agreed that this would require a collective dialogue with the Board, County Council, local authorities, and the Delegation, and he would begin to organize this if the Board agreed.

6. Mr. Ewing stated that he had heard from the superintendent and from the executive about the issue of transferring projects funded with current receipts from the Capital Improvements Program to the Operating Budget. He did not know the timetable for decision making, but he thought this was an item the Board should discuss. Mr. Bowers replied that the MFP Committee would discuss this again in September; therefore, he was not sure when and if the full Council would be discussing it. It would be timely for the Board to discuss this on August 29.

7. In regard to remediation at the college level, Mr. Ewing commented that this issue continued to fester. Although there was a work group looking at this issue, he wanted to know what MCPS had in mind to do with respect to this. The Board had an interest in the issue as an accountability issue and an issue of Board policy. Therefore, he would be proposing a new business item on this topic.

8. Ms. Gutierrez reported that for the last two or three weeks she received a number of calls about possible changes to the adult ESOL and ABE program. She understood that some of the proposed changes being discussed had not been put in place, but they were currently being reviewed by staff. She would be introducing a new business item on this to provide the basis for a long-term review and stability for this program.

RESOLUTION NO. 487-95 Re: CLOSED SESSION - JULY 24, 1995

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

WHEREAS, The Board of Education of Montgomery County is authorized by the Education Article of the Annotated Code of Maryland and Title 10 of the State Government Article to conduct certain meetings or portions of its meetings in closed session; now therefore be it

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting on Monday, July 24, 1995, at 7:30 p.m. to discuss personnel matters, matters protected from public disclosure by law, and other issues including consultation with counsel to obtain legal advice; and be it further

Resolved, That this meeting be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted

under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501; and be it further

Resolved, That such meeting shall continue in closed session until the completion of business.

RESOLUTION NO. 488-95 Re: MINUTES OF MAY 22, 1995

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

Resolved, That the minutes of May 22, 1995, be approved.

Re: REPORT ON CLOSED SESSIONS - JUNE 26
AND 28, 1995

On June 13, 1995, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Monday, June 26, 1995, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Monday, June 26, 1995, from 7:25 p.m. to 8:55 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board consulted with its attorney regarding a disability settlement agreement and voted unanimously to move forward with the settlement offer. The Board reviewed the XYZ salary schedule with the superintendent. The Board also discussed the salaries of its own staff, and the salaries of retiring staff who would be working on an hourly basis after July 1.

The Board consulted with its attorney regarding special education hearing officers and the need for an updated policy on special education hearings as well as a protocol for evaluating hearing officers. Board members reviewed a proposed Decision and Order in BOE Appeal 1995-8 and adjudicated BOE Appeals 1995-15 and 1995-19.

In attendance at the closed session were Steve Abrams, Larry Bowers, Alan Cheung, Patricia Cousins, Blair Ewing, Reggie Felton, Tom Fess, David Fischer, Kathy Gemberling, Bea Gordon, Ana Sol Gutierrez, Nancy King, Elfreda Massie, Brian Porter, Roger Titus, Paul Vance, Mary Lou Wood, and Melissa Woods.

On June 26, 1995, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Wednesday, June 28, 1995, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on Wednesday, June 28, 1995, from 7:30 p.m. to 8:40 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to review plans for the superintendent's evaluation.

In attendance at the closed session were Steve Abrams, Alan Cheung, Blair Ewing, Reggie Felton, Bea Gordon, Ana Sol Gutierrez, Nancy King, Mary Lou Wood, and Melissa Woods.

RESOLUTION NO. 489-95 Re: ROLE OF MEDIA SPECIALISTS

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

Resolved, That the Board of Education reassess the roles and responsibilities of media specialists and media assistants especially in the light of the role assigned to them in Global Access and also given that they are instructional personnel who support classroom teachers; and be it further

Resolved, That this reassessment be completed prior to the preparation of the FY 1997 Operating Budget so that if there were budget implications from the reassessment these could be taken into account in a timely fashion.

Re: REVIEW OF OPERATING BUDGET MODEL

Mrs. Gordon asked that her proposed motion on a review of an operating budget model be postponed until July 24 when all Board members would be present.

RESOLUTION NO. 490-95 Re: BOE APPEAL NO. 1995-19

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-19, a personnel matter.

Ms. Gutierrez asked that the record show that those Board members absent had voted in favor of the Decision and Order.

RESOLUTION NO. 491-95 Re: BOE APPEAL NO. 1995-15

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-15, a personnel matter.

Ms. Gutierrez asked that the record show that those Board members absent had voted in favor of the Decision and Order.

Re: NEW BUSINESS

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

Resolved, That the Board of Education request the superintendent to present to the Board for discussion and approval any proposals affecting the Adult ESOL and ABE programs including staffing changes and funding prior to their implementation; and be it further

Resolved, That a long-term solution proposal for maintaining and expanding the program be also presented.

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

Resolved, That the superintendent be asked to bring the Board of Education recommendations about housing students who may be added to the Montgomery County student population as a result of Takoma Park annexation.

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

Resolved, That the Board of Education schedule a time to discuss the proposal for transferring projects funded with current operating receipts from the CIP to the Operating Budget.

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

Resolved, That the Board of Education schedule a time as soon as possible to discuss the issue of remediation of students who leave MCPS and go to college in light of the work of the task force and in general; and be it further

Resolved, That the superintendent be asked to bring the Board a description of where the issue stands, where he thinks it ought to be, how he thought it ought to be resolved, and what action the Board might reasonably take.

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

Resolved, That the Board of Education discuss, in conjunction with the discussion on the Adequate Public Facilities Law, the issues of holding schools and their use and their quality as well as portables and their use and quality, focusing on the adequacy of alternative locations for students when modernizations occur and when they were short of space because of inadequate facilities.

Re: ITEM OF INFORMATION

Board members received Items in Process as an Item of Information.

RESOLUTION NO. 492-95 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 5:05 p.m.

PRESIDENT

SECRETARY

PLV:mlw