

APPROVED
1-1996

Rockville, Maryland
January 11, 1996

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Thursday, January 11, 1996, at 10:00 a.m.

ROLL CALL Present: Ms. Ana Sol Gutiérrez, President
in the Chair
Dr. Alan Cheung
Mr. Blair G. Ewing
Mr. Reginald Felton
Mrs. Beatrice B. Gordon
Mrs. Nancy King
Mr. Charles McCullough

Absent Mr. Stephen Abrams

Others Present: Dr. Paul L. Vance, Superintendent
Mrs. Katheryn W. Gemberling, Deputy
Mr. Larry A. Bowers, Acting Deputy

RESOLUTION NO. 1-96 Re: BOARD AGENDA - January 11, 1996

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

Resolved, That the Board of Education adopt its agenda for originally scheduled for January 9, 1996, on January 11, 1996 (rescheduled due to snow emergency).

RESOLUTION NO. 2-96 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education opposes SB 23 - Weapons on School Property - Safety Training.

RESOLUTION NO. 3-96 Re: ITEMS OF LEGISLATION

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 Board of Education opposes SB 33 - Weapons on School Property - Historical Demonstrations and SB 42 - Weapons on School Property - Exceptions.

RESOLUTION NO. 4-96 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education supports MSDE #4 - Education - Expulsion for Bringing a Firearm onto School Property.

RESOLUTION NO. 5-96 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education opposes SB 20 - Elementary and Secondary Education - Limiting Costs of Mandates.

RESOLUTION NO. 6-96 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education supports MSDE #1 - Education - Review of Educational Placements of Students with Disabilities.

RESOLUTION NO. 7-96 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education supports MSDE #2 - Education - Parent Surrogates.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Vance publicly acknowledged and thanked the committed staff for their efforts during the "Blizzard of '96." He especially commended Mr. Bowers for working with forecasters and other LEAs, and Mr. Porter for news releases.

Mr. Bowers reported that staff was committed to clearing the snow from school grounds. Even though extra help was obtained, it was difficult getting into the lots because of the mounds of snow. There are 180 schools as well as depots and other places that need to be cleared. Seven or eight schools had minor maintenance problems. There is a cost of \$200,000 associated with preparing the schools for opening as soon as possible in light of the blizzard and an impending, predicted snow storm.

Ms. Gutiérrez added her kudos to staff. Information regarding school closures was very timely.

Mrs. King questioned the superintendent on how the lost instructional days will be recovered, i.e., a waiver or extending the school day. Dr. Vance stated that the local superintendents will discuss this issue with the state superintendent during the next monthly meeting. He will come to the Board with recommendations based on the feedback from those discussions.

Mr. McCullough encouraged the Board's preference for recovering lost instructional days be based on input from the community, school staff, and students because this will impact everyone's' schedules. Student members on the boards of education from the state of Maryland will meet in Montgomery County on Thursday and discuss issues affecting students in Maryland.

Mrs. Gordon added her compliments to staff especially the speed with which decisions were made to close schools. That is very important so parents can make plans for their children when they are expected to work.

Mr. Ewing stated that this was official notice of the cancellation of the January 10 meeting of the Subcommittee on Strategic and Long-range Planning and that it will be rescheduled. The Elected Officials Group on a Longer School Day and School Year is planning five town meetings in February, March and, possibly, April at various sites around the county. The first and fourth meetings will be televised.

Mr. Ewing received a copy of a letter to Governor Glendening from the Chevy Chase Chamber of Commerce. He was extremely pleased with the letter because the Chamber strongly endorsed additional funding that would benefit the modernization of Bethesda-Chevy Chase High School and argued for additional funding for projects throughout the county. He thanked the Chamber and encouraged the Board President to send a letter expressing the Board's appreciation.

Regarding the operating budget recommendations from the review groups, Mr. Ewing stated that the groups worked hard, learned much, and thought carefully in making suggestions for reductions. One recommendation is a fee for transportation services, and

Mr. Ewing thought that was antithetical to the concept of free public education. A second proposal had to do with considering the elimination of magnet and gifted/talented programs. This was purportedly based on the principle that specific programs should not be extended to specific interest groups. Other specific programs were not recommended for elimination. In Mr. Ewing's view, the recommendation to eliminate the magnet and gifted/talented programs are an attempt to level down and eliminate opportunities for motivated and able students. A third recommendation is to take more out of administration which is a favor target. Large school systems require management and infrastructure that is effective and meets the requirements for equity, consistency, and assessment of programs. The Board is forced into a situation that has to do with thinking about budget reductions based on the assumption repeatedly made by the County Council and the executive staff of the county that "there is no money." County officials have convinced themselves that tax increases of any kind are totally unacceptable to the public at large. On the other hand, county officials tell the Board that education is their first priority. As the Board goes into the budget season, it must keep in mind that the county government does not wish to appropriate any more money because it does not wish to take the political risk of raising taxes. The county has the worst possible system for appropriating revenues at the local level as in the property tax which is regressive, unfavorable, and leads citizens to conclude that they do not want more taxes. Tax reform is clearly indicated to enable the county to have more resources.

Ms. Gutiérrez reported that there was a meeting with Mr. Duncan to review the CIP and followed up with a letter detailing the Board's priorities. The Board is looking forward to working both with Mr. Duncan and the County Council in support of school priorities as well as county priorities. Ms. Gutiérrez stated that she will be meeting on a regular basis with Mr. Duncan and the expression of collaboration was very clear during the meetings.

Re: STAFF RESPONSE TO THE REPORT OF THE
COMMISSION ON SEXUAL HARASSMENT IN
EDUCATION

Dr. Vance remarked that the Board of Education was provided with a report of the Commission on Sexual Harassment. In an effort to end sexual harassment in the schools and throughout the system, he established a Commission on Sexual Harassment in Education in September 1993. It was his judgement that there was a need for an external resource to review the strategies and activities that were put into effect and weigh and evaluate the properness and effectiveness in light of other relevant steps that could be taken. Ending sexual harassment would not be an easy or quick task and work to date marks only the beginning. There is a process for ending the historical existence of sexual harassment which may be more challenging than the issues of race, religion, and ethnic conflict. The school system is in the business of changing behaviors, attitudes, and demanding that everyone be treated with respect and dignity. The charge to the

Commission was to study relevant literature and available information, gather public views through a hearing, and review Board of Education's policy and regulations on sexual harassment.

Dr. Vance invited the following people to the table: Dr. Hiawatha Fountain, associate superintendent for Pupil and Community Services; Dr. Oliver Lancaster, director of the Department of Human Relations; Ms. Aggie Alvez, compliance officer in the Department of Human Relations; Judith Bresler, Esq., of Reese and Carney; Dr. Lucinda Sullivan, director of the Department of Academic Programs; and Mrs. Nancy Powell, co-chair of the Commission on Sexual Harassment in Education.

Mrs. Powell stated that this was not an easy report to prepare since this topic has been a moving target. There was a split in the Commission in terms of where they were coming from and going: (1) as a result of action in the courts and assuring MCPS into compliance with the law, and (2) in operating to provide a healthy and inclusive environment in the schools. At times, there appeared to be a conflict between the legally correct language and language that students, parents, and teachers can understand. The heart of the report was the final three points: (1) designate one person with responsibility and authority for the overall direction, coordination, and implementation of the Policy on Sexual Harassment. This person should be selected for expertise, should be given appropriate authority and resources, and should report directly to the superintendent of schools; (2) direct the person designated with the responsibility for implementation of the policy to institute a mechanism for assuring that all staff members charged with implementation of the policy have appropriate knowledge of the activities of all offices and departments involved; and (3) undertake a solid, systemic, comprehensive, systemwide research program to determine: (a) the level of sexual harassment among staff, between staff, and students, and other students; (b) the appropriateness, effectiveness, and inclusiveness of staff training; (c) the appropriateness, effectiveness, and inclusiveness of the educational efforts for students, parents, and the public which MCPS services; and (d) the speed, sensitivity, and fairness with which incidents of sexual harassment are reported, investigated, and resolved.

Dr. Lancaster stated that the work of the Commission ran parallel to the work the Department of Human Relations was doing in responding to issues like continuity, recordkeeping, and data development. Their report has given direction as the policy was revised. There has been a significant difference in dealing with sexual harassment in the last couple of years. Supervisors are more confident and certain on how to deal with sexual harassment issues. MCPS is still at the beginning in solving the problem that has historically been an obstacle for mankind.

Ms. Alvez commented that this topic will always be a moving target and there are a lot of obstacles in this area. The work in reviewing and evaluating the pulse of the community,

parents, and students is ongoing such as training staff, educating students and parents, and reviewing and acquiring materials. Specifically, there are four major area: (1) fine tune the documents based on recommendations from the Commission; (2) educate and train on an ongoing basis; (3) look at ways to improve educating students and parents; and (4) compliance and enforcement is tied in with training.

Dr. Cheung commended the work of the staff and Commission, and he has no problem with the recommendations and responses. The recommendations are in three major areas: (1) training and education related to curriculum; (2) information and data collection regarding trends and identification of the real barriers; and (3) communication. Sexual harassment is really a symptom of human behavior and attitude. This also touches on the issue of diversity with race and gender and also about the concern over violent behavior. Sexual harassment must be attacked in terms of human behavior because society is losing mutual respect and mutual trust for one another. For a long-term solution, there needs to be an examination of all the other issues that impact the changes in human behavior that are not appropriate. The parents, community, and the school system must work together to be the model, and the children learn from adult actions. The Board may need to look at overall aspects of that have negative impact on human behavior.

Mr. Felton commended Mrs. Powell and the Commission for their effort on a complex issue that requires continuous attention from all aspects of the school system. During the Commission's process, he asked if there were hearings and focus groups? Mrs. Powell responded that there were no focus groups due to the lack of resources.

Mr. Felton stated that there were several surveys available and were there plans to use them. Dr. Lancaster replied that the Department was reviewing the work of the Human Relations Commission's Hate/Violence. Ms. Alvez added that the school system needs to assess the climate and is looking at ways to incorporate existing surveys. Staff talks to students continuously, and trains staff on a regular basis. Mr. Felton continued that there are many options to get to some of that data. Dr. Lancaster pointed out that the Department of Educational Accountability will place items of interest like sexual harassment in regular surveys.

Mr. Ewing agreed that the recommendations are good ones, and the Board should act to accept them. The Board has before it a set of proposals that are aimed at instilling a certain set of values. The school system should be much more forthcoming and clear that these are important issues, and they should be acknowledged, recognized, and understood that behavior should be changed accordingly. Dr. Sullivan remarked that the health curriculum is where the school system has anti-sexual harassment training as well as being infused throughout the curriculum.

Mr. Ewing stated that these are moral and ethical questions which need to be acknowledged. Mrs. Powell responded that new curriculum was created in health and used as a starting place at the time the Commission was dealing with the issue. The Commission strongly recommended that when students move to a different level, it appears to be a good time for behavioral issues to be reviewed or retaught.

Mrs. Gordon also commended the Commission and was pleased to hear of the emphasis that is being placed on curriculum especially at the elementary and mid level. Once behaviors become ingrained in children, it is very difficult to deal with that after the fact. The guidance and counselor program is incorporating this into that program. The school system needs to point out over and over where behaviors need to change and how society looks at young men and women in the schools and prepares them for the changes that will continue to take place.

Mrs. King commended the Commission for their report. The whole issue is educational from childhood and up. Comments by people made years ago were passed off and are now not acceptable. It will be interesting to see when today's children become adults, whether the same kind of sexual harassment still occurs.

Ms. Gutiérrez reiterated her initial and continued pursuit of the sexual harassment policy in MCPS. The school system had a broad spectrum of people to help formulate the policy that was adopted by the Board in 1992. The policy recommendations are very good and the Board should be able to move forward with them. Her concern was with the implementation of the policy. The Commission has done an outstanding job with their report reflecting what is happening and not happening within the school system. The Commission provided clear direction on what should be done and has not been accomplished. The policy needs to be institutionalized as a part of human relations and the long-range view of the climate within MCPS. The policy must become an inherent part of everything that is done by MCPS. The staff response to the Commission's report is not appropriate or complete. She felt that the following areas must be addressed: (1) there was not a clear plan; (2) there is no identification of the needs and next steps; (3) successes have not been institutionalized; (4) policy integrated into management plans; and (5) training is not complete based on yearly support. She has been part of mandatory sexual harassment training that can be done very easily with videotape for every employee and student on a yearly basis. That kind of rigor is not in the implementation plans for the sexual harassment policy. There needs to be mechanisms for monitoring the implementation of the policy. At the minimum, she asked if the Commission could respond to the staff response. The school system needs to do more, consistently and thoroughly. She asked staff and the Commission about next steps and what mechanisms might be put in place.

Mrs. Powell stated that it was her impression that training issues have been corrected. Under the leadership of the Guidance Unit, the guidance counselors have been very well trained and have accepted a lot of responsibility as a profession. They have been working with students and have been a strong resource in relating to students. The concerns of the Commission around the quality and consistency of the training reflected in the report have been addressed.

Dr. Vance stated that this was a self-interest function in requesting the Commission to audit the implementation of the Policy on Sexual Harassment. The Commission has laid out for the school system the status of the implementation of the policy. It is incumbent upon the school system to move from there and implement the policy as well as bringing recommendations to the Board for modifications. In the process of institutionalizing the policy, the school system must proceed appropriately and in a timely manner. The report stated, "After an initial strong response, MCPS activity to implement the Board of Education's Policy on Sexual Harassment seems to have lost much of its momentum and focus." Dr. Vance confirmed that the school system will regain its momentum and focus prior to the next audit.

RESOLUTION NO. 8-96

Re: REPORT OF THE COMMISSION ON SEXUAL
HARASSMENT IN EDUCATION

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

Resolved, That the Board of Education accept the recommendations of the Commission on Sexual Harassment in Education and that the superintendent of schools draft policy changes not later than March, 1996, for Board of Education action.

Re: ESOL/BILINGUAL PROGRAMS REVIEW:
PROGRAM OBJECTIVES, RESOURCES, AND
STAFFING LEVELS AND ALLOCATIONS

Dr. Vance invited the following staff to the table: Dr. Mary Helen Smith, acting associate superintendent for the Office of Instruction and Program Development; Dr. Hiawatha B. Fountain, associate superintendent for the Office of Pupil and Community Services; Mr. Charles E. D'Aiutolo, director of the Department of Alternative Programs; Dr. Lucinda Ross Sullivan, director of the Department of Academic Programs; and Ms. Maria Helena Malagon, director of the Division of ESOL/Bilingual Programs.

Dr. Smith emphasized two principles that staff looks at when working with ESOL students: (1) ESOL students do not suspend their cognitive development while they are learning English, they continue to grow cognitively, and the school systems incorporates curriculum

into the ESOL instruction; and (2) when the school system does that incorporation and integration, every teacher is responsible for ESOL students not just ESOL teachers.

Dr. Sullivan stressed that curriculum development and curriculum revision are a collaborative effort among all the divisions in the Department of Academic Programs. The differentiation and instructional strategies that are developed at the stage when the curriculum itself is developed. This helps to make the transitions from the ESOL curriculum to the regular MCPS curriculum seamless since it is parallel. This has not only strengthened the ESOL curriculum but has also strengthened the entire curriculum. Working in a collaborative effort, staff has learned to work effectively with the learner. Staff has gleaned strategies for working with the total student population.

Ms. Malagon reported that curriculum development is one of the most exciting things that has been done and is benefitting all children and teachers. The latest ESOL data reflects 138 countries represented and 122 languages spoken. The diversity of the student population continues to increase. A critical piece of information is that 24 percent of ESOL students are born in the United States and are young children. This has significant implications for the school system. The METS program at the high school level was a recommendation from the ESOL workgroup. Parent Involvement has been extremely successful.

Mr. Bustillos, a METS teacher at Springbrook High School, reported that he teaches Life Skills and a reading class. This year the program has been very successful, and the ESOL students are working hard to learn English. The materials are excellent but need to be broken down into different formats to match the learning style of each student. There are no typical METS students because they are all different except for the fact that they all have interrupted educations and are from war-torn or politically chaotic countries.

Mr. D'Auitolo commented that there are a variety of opportunities for ESOL adult learners which serve about 17,000 students. There are classes for students who are not age appropriate for high school or are lacking an education in their native country. In collaboration with New Hampshire Estates Elementary School, Even Start is offered that provides ESOL instruction to families. There is a language lab at Connecticut Park Center for any registered student who is seeking additional help. There are 356 students taking advanced classes where a fee is charged as in all adult education classes. MSDE is expecting an eight to thirty percent decrease in federal funding and, if this occurs in MCPS funding, there will have to be program modifications.

Dr. Cheung complimented staff by stating that MCPS is a victim of its own success. The ESOL program is, in fact, English immersion. Dr. Cheung questioned staff on the following: (1) with the changes of shifting ESOL demography, does MCPS have adequate staff in terms of addressing those changes; (2) how well does MCPS integrate career and

technology education in the ESOL program; (3) regarding the tutoring and mentor program, how closely does ESOL staff work with them; (4) what is meant by a shelter; and (5) where is the third tier in the program? Ms. Malagon responded that with 122 languages it is impossible to have staff that reflect those languages. Fifty-one percent of the students are Spanish speakers, and there is a large percent of Spanish-speaking staff in teaching and counseling. Twenty-three percent represent Asian languages, and there is sufficient staff who are Asian-speakers. ESOL staff is also working with career and technology programs. There are a large number of tutoring and mentoring programs within the community. A sheltered class is for ESOL students in a content area and the language is modified to make the content available to those students. The METS tier three is transition.

Mrs. Gordon described her visit to Springbrook High School and the parent outreach program with Ms. Berrios stating that the program is outstanding. When MCPS focuses on preparing students in the English language, is there an emphasis on cultural assimilation? What percentage between the students who are in ESOL centers and students who receive ESOL services on an itinerant basis? She was disappointed that the work group is only now working on their final report. Last year, the Board took action on the budget without the benefit of their input, and she hoped the Board would have that information prior to this year's budget action.

Ms. Gutiérrez stated that it is important for a memorandum or a report to be provided to the Board as soon as possible. If the committee could provide a summary of their recommendations or an interim report prior to budget action, it would be very helpful to the Board.

Mr. Ewing questioned staff (1) given the current enrollment and expectations for the future, are the resources enough, if not, where should the resources be increased, and why; (2) when MCPS says to teach students enough English to function successfully in the regular classroom, how much is enough, how is that judgment made, and by whom; and (3) regarding K-12 ESOL objectives have been expanded to include multiculturalism, could a written definition be provided? This review is very responsive to the Board's request and it is helpful and useful.

Mr. Felton remarked that the report was informative and emphasizes that children limited in English proficiency are not limited in intelligence. In terms of the performance of ESOL students, how well are they doing, when is that judgment made, are they passing, are they passing the GED, what are the rates, and how do those rates compare with other students? How is this helping the community?

Ms. Gutiérrez reiterated that it would be valuable for the Board to receive responses to the Board's questions relating to standard assessments, performance levels, and what is

happening to ESOL students after graduation from the program. She commended the staff on a concise, clear, and understandable report. She applauded the integrating of ESOL and the regular programs. The parent outreach program is a true success story, and the Board and superintendent need to seek ways to expand this model. The model is based on the Wheaton Cluster's outreach efforts, and that there are problems with funding. If staff could respond on ways to fund this program, the Board would appreciate that information. The ESOL programs are outstanding and recognized outside MCPS on a national level.

The Board of Education recessed for lunch and closed session where personnel issues, committees appointment, and legal issues were discussed.

Re: PUBLIC COMMENTS

1. Fred Evans, Principal, Gaithersburg High School
2. Darby Bragaw
3. Lawrence Jacobs, Montgomery County Human Relations Commission
4. Jill Carps, Montgomery County Human Relations Commission
5. Laura Barnett

RESOLUTION NO. 9-96 Re: PROCUREMENT CONTRACTS OVER \$25,000

On recommendation of the superintendent and on motion of Mr. Felton seconded by Mr. McCullough, the following resolution was adopted unanimously by members present:#

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

Resolved, That school buses be lease/purchased under the Master Equipment Leased/Purchased Agreement that was approved by the Board of Education on September 12, 1995; and be it further

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

47-92 Purchase of 43 69-Passenger School Buses - Extension

Awardee

American Business Sales and Services, Inc.

\$2,954,874 *

45-96 Purchase of 28 48-Passenger School Buses

Awardee

American Business Sales and Services, Inc. \$1,623,344 *

68-96 Laminating Supplies

Awardees

Carolina Ribbon	\$ 498
General Binding Corporation	18,248
Highsmith, Inc.	7,205
HPI International, Inc.	100
Interstate Office Supply Company	52,140 *
Nelson C. White Company, Inc.	<u>63,416</u>
Total	\$ 141,607

69-96 Media Center Supplies

Awardees

Brodart Company	\$ 12,058
Demco, Inc.	4,210
Gaylord Brothers	3,802
Kunz, Inc.	58,952
Vernon Library Supplies, Inc.	<u>46,306</u>
Total	\$ 125,328

MORE THAN \$25,000 \$4,845,153

Formal bids and RFPs were obtained and evaluated by the Procurement Office in consultation with the users. The tabulations, cost comparisons, and budget account verifications are available in procurement's files.

* Denotes MFD vendors

RESOLUTION NO. 10-96 Re: PROCUREMENT OF FILL DIRT FOR THE KAY TRACT

On recommendation of the superintendent and on motion of Mr. McCullough seconded by Mr. Felton, the following resolution was adopted unanimously by members present:#

RESOLUTION NO. 12-96

Re: GRANT OF RIGHT-OF-WAY AGREEMENT TO THE POTOMAC EDISON COMPANY AT SENECA VALLEY MIDDLE SCHOOL #2

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

WHEREAS, The Potomac Edison Company has requested a right-of-way to provide electrical services to Seneca Valley Middle School #2, located at 13736 Wisteria Drive in Germantown; and

WHEREAS, The proposed grant of right-of-way includes underground electrical facilities to be installed in a 10-foot-wide strip for a distance of approximately 340 linear feet from a manhole to a proposed transformer; and

WHEREAS, This grant of right-of-way will benefit the school and surrounding community by providing the necessary electrical facilities to support the school; and

WHEREAS, The proposed right-of-way will not affect any land that could be used for school programming and recreational activities; and

WHEREAS, All work and restoration is to be carried out as a part of the school construction project, with the Potomac Edison Company and its contractors assuming liability for all damages or injuries; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a Right-of-Way Agreement with the Potomac Edison Company for the 340 linear feet of right-of-way needed for the electrical facilities at Seneca Valley Middle School #2.

RESOLUTION NO. 13-96

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 Mr. Ewing seconded by Mr. McCullough, 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 \$11,600 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 sent to the county executive and the County Council.

RESOLUTION NO. 16-96 Re: RECOMMENDATION TO SUBMIT AN FY 1996
GRANT PROPOSAL FOR THE DEVELOPMENT
OF THE BOWIE STATE UNIVERSITY
BACHELOR'S DEGREE PARTNERSHIP
PROGRAM

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

Resolved, That the superintendent of schools be authorized to submit an FY 1996 grant proposal for \$10,000 to Bowie State University for the development of a bachelor of science degree partnership program with Montgomery County Public Schools in organizational administration for staff members with 60 undergraduate credits or an associate of arts degree; and be it further

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

RESOLUTION NO. 17-96 Re: RECOMMENDED FY 1996 SUPPLEMENTAL
APPROPRIATION FOR FACILITY RENTAL

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

WHEREAS, From FY 1991 to FY 1995, the French International School paid the rent for office space used by Montgomery County Public Schools (MCPS) at One Central Plaza in exchange for use of the former Rollingwood Elementary School; and

WHEREAS, For FY 1996, the French International School wishes to make payments directly to MCPS rather than to the management of One Central Plaza; now therefore be it

Resolved, That the Superintendent of Schools be authorized, subject to County Council approval, to receive and expend a FY 1996 supplemental appropriation of \$325,000 from the French International School for the rental of office space at One Central Plaza; and be it further

Resolved, That the County Executive be requested to recommend approval of this supplemental appropriation to the County Council; and a copy be transmitted to the County Executive and County Council.

RESOLUTION NO. 18-96 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Mrs. King seconded by Mr. McCullough, the report was adopted unanimously by members present.

RESOLUTION NO. 19-96 Re: DEATH OF MR. ROBERT E. WILLIAMS, OFFICE ASSISTANT I IN THE DIVISION OF TRANSPORTATION

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

WHEREAS, The death on December 23, 1995, of Mr. Robert E. Williams, Office Assistant I in the Division of Transportation, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Williams had been a loyal employee of Montgomery County Public Schools for more than 19 years; and

WHEREAS, Mr. Williams always took the initiative to follow through on his assignments to provide attention to details; and

WHEREAS, Mr. Williams' pride in his work and his excellent human relations skills were recognized by staff and associates; now therefore be it

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

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

RESOLUTION NO. 20-96 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved effective January 11, 1996:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
J. Edward Frantz	Executive Director, Human Resources, Washington County	Assistant for Labor Relations Department of Associations Relations

Re: TENTATIVE ACTION ON POLICY ON HUMAN RELATIONS (ACA)

On recommendation of the superintendent, the following resolution was placed on the table:

WHEREAS, A general policy on Human Relations was adopted in 1969 and amended in 1972; and

WHEREAS, On July 12, 1994, an analysis of all human relations policies was presented to the Board of Education; and

WHEREAS, On February 15, 1995, a timeline indicating the order for discussion and action on the policies was presented to the Board of Education; and

WHEREAS, On April 11, 1995, the Board of Education had its first discussion of the revised policy and requested further review; and

WHEREAS, On September 29, 1995, the superintendent of schools presented to the Board a revised proposed schedule for all human relations policies; and

WHEREAS, Staff has completed a new revised draft which included additional input from selected community members.

RESOLUTION NO. 21-96 Re: AMENDMENT TO HUMAN RELATIONS POLICY

On motion by Mr. McCullough and seconded by Mr. Felton, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education amend Policy ACA under C. Positions, 2. Commitments a)(1) to read:

Respect for the individual regardless of economic status, intellectual ability, race, color, national origin, religion, gender, age, marital status, **sexual orientation**, or disability

and be it further

Resolved, That the Board of Education amend Policy ACA under D. Desired Outcomes, 2.to read:

MCPS will be free of illegal discriminatory barriers to educational and employment opportunities based on race, color, national origin, religion, gender, age, marital status, **sexual orientation**, or disability

RESOLUTION NO. 22-96 Re: AMENDMENT TO HUMAN RELATIONS POLICY

On motion of Mr. Felton and seconded by Mr. McCullough, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education amend Policy ACA under C. Position, 2. c)(2) to read:

MCPS will promote diverse representation on task forces, committees, commissions, **and other advisory bodies.**

RESOLUTION NO. 23-96 Re: TENTATIVE ACTION ON POLICY ON HUMAN RELATIONS (ACA)

On recommendation of the superintendent as amended by the Board of Education and on motion of Mr. McCullough seconded by Mr. Felton, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education take tentative action to adopt revised Policy ACA as follows and send it out for public comment including a glossary.

A. PURPOSE

1. To expect all MCPS staff, parents, and students to take positive steps to ~~do~~ promote in every possible way the improvement of human relations within the school system
2. To affirm that MCPS will not condone acts of disrespect, insensitivity, bias, harassment, verbal abuse, physical violence, or illegal discrimination toward any person
3. To establish and maintain productive and harmonious working and learning environments for staff and students
4. To assure that good human relations remain a continuing priority

B. ISSUE

As MCPS has become increasingly diverse, proactive steps must be taken to advance an environment of high expectations and mutual respect MCPS should reaffirm its commitment to preparing all students to live and work in a global multicultural world and to fostering an atmosphere where all members of the community feel they are an integral part of the educational process. Staff, student, parent and community input and interagency collaboration must be critical factors in fulfilling this commitment.

C. POSITION

1. Definition

Human relations are the personal and group dynamics that promote respect for the rights and integrity of each individual and recognition of the value of each group as an important part of the community. Positive human relations are a vehicle to promote access, equity, and equality of opportunity for all.

2. Commitments

a) Promote atmosphere of respect and nondiscrimination

Each MCPS employee shall be responsible for establishing and maintaining an educational atmosphere in which students and staff can develop attitudes and skills for effective, cooperative living, including:

- (1) Respect for the individual regardless of economic status, intellectual ability, race, color, national origin, religion, gender, age, marital status, sexual orientation, or disability
- (2) Respect for cultural and language differences
- (3) Respect for personal rights of others
- (4) Respect for the right of others to seek and maintain their own identities with dignity

b) Provide training and education for cross-cultural communication and understanding

- (1) MCPS will educate children to succeed in a global community by helping them to develop an awareness and appreciation for the achievements, problems, and aspirations of all people.
- (2) MCPS will provide opportunities for staff, students, parents and community members to become more aware of human relations concerns in the school and community and become actively engaged in working together to resolve those concerns.
- (3) MCPS will contribute to national efforts to improve international understanding and cooperation by helping to reconcile group differences and by fostering understanding of the various cultures of the world.

c) Provide equality of opportunity

- (1) MCPS shall continue to promote a diverse workforce by making every effort to maintain a school system free of prejudice and illegal discrimination in all aspects of employment.
- (2) MCPS will promote diverse representation on task forces, committees, commissions, and other advisory bodies.

D. DESIRED OUTCOMES

1. Every school and unit will demonstrate an atmosphere that promotes understanding, respect, and positive interaction among all individuals and groups.
2. MCPS will be free of illegal discriminatory barriers to educational and employment opportunities based on race, color, national origin, religion, gender, age, marital status, sexual orientation, or disability.

E. IMPLEMENTATION STRATEGIES

1. Curricula, programs, instructional materials, and training shall continue to be examined, revised, and designed as necessary, to provide all staff and students with the knowledge, skills, attitudes, and behaviors to exercise positive interpersonal and group relations. Instructional materials used in the schools will accurately portray the history, contributions, and culture of the diverse ethnic groups in our society.

- 2. All administrators and supervisors will implement, coordinate, and assess human relations activities and programs for students, staff, and parents.
- 3. Staff will create schools, classrooms, and offices that are inclusive, bias-free, and provide a welcoming climate for all.
- 4. Internal mechanisms for the prompt resolution of human relations concerns and complaints of discrimination will be maintained to ensure that individuals have a right to redress..

F. REVIEW AND REPORTING

- 1. An update on the progress in implementing this policy will be presented to the Board of Education every two years.
- 2. This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

* Mrs. Gordon left the meeting at this point.

Re: POLICIES REGARDING THE AMERICANS WITH DISABILITIES ACT

On recommendation of the superintendent, the following resolution was placed on the table:

WHEREAS, In 1990, the Americans with Disabilities Act (ADA) was passed; and

WHEREAS, On April 22, 1991, the Board of Education adopted a new policy on the employment of individuals with disabilities (GBH); and

WHEREAS, In 1993, the self-evaluation of current services, policies, and practices was completed as one requirement of the ADA; and

WHEREAS, The superintendent indicated at that time that new policies that were believed to be necessary would be brought to the Board as they were developed; and

WHEREAS, Staff has updated policy GBH to comply with Board of Education policy format and to identify, as required by law, an ADA coordinator and ADA grievance procedures; and

WHEREAS, A new policy has been developed to cover Title II of the law on services, programs, and activities (ACG); and

Employment of Individuals with Disabilities

A. PURPOSE

1. To provide a clear and comprehensive mandate for the prohibition and elimination of any discrimination against individuals with disabilities
2. To ensure equal employment opportunities for job applicants who have physical or mental disabilities
3. To ensure that every effort is made to provide for reasonable accommodation for the employment, continued employment in a presently held position, or reassignment to a vacant position for which the individual is qualified
4. To make clear to the citizens of the county, to staff of MCPS, and to students that the Montgomery County Public Schools are committed to the full participation of such individuals in the life and work of the schools, and that the policy of MCPS is to provide for that participation
5. To affirm a strong commitment to the goals of the Americans with Disabilities Act of 1990(ADA) as well as other applicable laws as they relate to employees and applicants for employment
6. To reaffirm that present policies and regulations will be administered to ensure that the rights of individuals with disabilities will be upheld in MCPS, consistent with the long-standing interest on the part of the Board of Education and MCPS in prohibiting discrimination against and in promoting affirmative action in employment and reassignment for individuals with disabilities

B. ISSUE

The Americans With Disabilities Act of 1990 (ADA) is a comprehensive civil rights statute which provides protection to individuals with disabilities in the areas of employment, state and local government services, and telecommunications. MCPS has expressed its commitment to nondiscrimination against individuals with disabilities in policies such as the policy on human relations and the resolution on nondiscrimination. With the enactment of the ADA, the Board of Education seeks to reaffirm its commitment to nondiscrimination with regard to employment for individuals with disabilities.

C. POSITION

1. Definitions

- a) *An individual* with a disability is one who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded by MCPS as having such a impairment.
- b) The term *qualified individual with a disability* means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.

- 2. MCPS will not discriminate against any qualified individual with a disability in regard to job application procedures; the hiring, advancement, or discharge of employees; employee compensation; job training and other terms, conditions, and privileges of employment. In addition, in accordance with its affirmative action plan, MCPS will continue to make outreach efforts to employ and to advance in employment individuals with disabilities.
- 3. MCPS will provide reasonable accommodations as required for the application process, employment, continued employment, or reassignment of individuals with disabilities, unless such accommodations would impose undue hardship on the school system. The burden of demonstrating undue hardship will be with the school system in accordance with applicable laws.

D. DESIRED OUTCOME

- 1. All qualified individuals with disabilities who are seeking employment with the Montgomery County Public Schools will have equal employment opportunities.
- 2. Reasonable accommodations for the employment, continued employment in a presently held position, or reassignment to a vacant position for which an individual with disabilities is qualified will be made to ensure participation of individuals with disabilities.

E. IMPLEMENTATION STRATEGIES

- 1. Procedures for implementing these goals will be set forth in administrative regulations as needed.

2. The ADA Coordinator designated by the superintendent will be responsible for coordinating the efforts of MCPS to comply with and carry out its responsibilities under the ADA, including participating in investigation of any complaint, and will be available to provide guidance, and support in matters related to the rights of individuals with disabilities.
3. Complaint procedures for prompt and equitable resolution of ADA complaints will be described in administrative regulations. MCPS will not discriminate or retaliate against an individual for filing a charge or participating in an investigation or proceeding under the ADA.

F. REVIEW AND REPORTING

A report regarding the status of implementation and monitoring of this policy will be prepared annually for Board review.

Resolved, That the Board of Education take final action to adopt Policy ACG as shown below.

**Access to Services, Programs, and Activities by
Individuals with Disabilities**

A. PURPOSE

1. To provide a clear and comprehensive mandate for the prohibition and elimination of any discrimination or harassment against qualified individuals with disabilities in regard to their participation in the school system's services
2. To make clear to the public and to the staff and students of Montgomery County Public Schools (MCPS) that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of an MCPS service
3. To affirm a strong commitment to the goals of the Americans With Disabilities Act of 1990 (ADA), as well as to the Rehabilitation Act of 1973 and other applicable disability laws as they relate to the school system's services

B. ISSUE

MCPS has expressed its commitment to nondiscrimination against individuals with disabilities in policies such as the policy on human relations and the resolution on nondiscrimination. With the enactment of the ADA, MCPS adopted Policy GBH:

Employment of Individuals with Disabilities. Since the adoption of that policy, federal regulations have been issued regarding the other areas protected under the ADA; i.e., services, programs, and activities. By issuing a companion ADA policy on services for individuals with disabilities, the Board of Education seeks to clarify and reaffirm its commitment to nondiscrimination in all areas for individuals with disabilities.

C. POSITION

1. Definitions

- a) An *individual with a disability* as defined by applicable law is one who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded by MCPS as having an impairment.
- b) The term *qualified individual with a disability* means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices; the removal of architectural, communication, or transportation barriers; or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of an MCPS service or the participation in an MCPS program or activity and does not pose a direct threat to the health or safety of himself/herself or others.
- c) The term *principal* means the principal of an MCPS school or an individual in charge of an MCPS unit that is not a school.
- d) The term *services* includes any services, programs, or activities provided by MCPS.
- e) The term *auxiliary aids* includes any auxiliary aids, opportunities, or services provided by MCPS.

2. Commitments

- a) MCPS will not discriminate on the basis of disability against any qualified individual with a disability with respect to participating in or benefiting from MCPS services.
- b) In providing any aids, program benefits or opportunities, or services, either directly or through contractual, licensing or other arrangements,

MCPS will afford a qualified individual with a disability an equal opportunity to participate or benefit.

- c) MCPS will provide a qualified individual with a disability auxiliary aids that are effective and afford equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as that provided to others.
- d) MCPS will not provide separate auxiliary aids to individuals with disabilities except where such action is necessary to provide such aids that are as effective as those provided to others.
- e) MCPS will notify applicants, participants, beneficiaries and other interested persons of the rights and protections of the ADA, including the right not to accept an auxiliary aid.
- f) MCPS will not perpetuate any discrimination against qualified individuals with disabilities by providing significant assistance to any agency, organizations, or persons that discriminate on the basis of disability.
- g) MCPS will not deny, on the basis of disability, a qualified individual with a disability the opportunity to participate as a member of planning or advisory boards or committees.
- h) MCPS will not otherwise limit a qualified individual with a disability the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others.
- i) MCPS will not deny, on the basis of disability, a qualified individual with a disability the opportunity to participate in services provided to others.
- j) MCPS will not, in determining the site or location of any facility, make selections that unlawfully discriminate against individuals with disabilities.
- k) MCPS, in selection of procurement contractors, will not use criteria that subject qualified individuals with disabilities to discrimination on the basis of their disability.
- l) MCPS will make reasonable modifications in policies, practices and procedures when the modifications are necessary to avoid

discrimination on the basis of disability unless such modifications would fundamentally alter the nature of the service, or, where applicable, result in an undue financial or administrative burden.

- m) MCPS will not use eligibility criteria that have the effect of screening out individuals with disabilities from fully and equally enjoying any service unless such criteria are necessary to the provision of the service.
- n) MCPS will administer its services in the most integrated setting appropriate to the needs of qualified individuals with disabilities.
- o) MCPS will not impose any surcharge on any individual with disability to cover the costs entailed in ensuring nondiscrimination.
- p) MCPS will not deny services to an individual based on his/her relationship or association with an individual with a disability.
- q) MCPS will provide communications to qualified individuals with disabilities that are as effective as communications with others.

D. DESIRED OUTCOME

All qualified individuals with disabilities will be able to access MCPS services and be provided appropriate auxiliary aids whenever necessary to ensure participation, so long as the provision of the auxiliary aids results neither in an undue burden nor a fundamental alteration of the service.

E. IMPLEMENTATION STRATEGIES

1. Procedures for implementing this policy will be set forth in administrative regulations as needed.
2. The ADA Coordinator designated by the superintendent will be responsible for coordinating the efforts of MCPS to comply with and carry out its responsibilities under the ADA, including participating in investigation of any complaint, and will be available to provide guidance, and support in matters related to the rights of individuals with disabilities.
3. Complaint procedures for prompt and equitable resolution of ADA complaints will be described in administrative regulations. MCPS will not discriminate or retaliate against an individual for filing a charge or participating in an investigation or proceeding under the ADA.

F. REVIEW AND REPORTING

A report regarding the status for implementation and monitoring of this policy will be prepared annually for Board review.

Re: UPDATE ON SAFETY AND SECURITY
PROGRAM

Dr. Vance remarked that this update is another example of collaboration and cooperation between MCPS and other agencies. He feels very strongly about the safety and security program that ensures a safe and wholesome environment for students. He invited the following people to the table: Mr. William Wilder, director of the Department of Facilities Management; Mr. Fred Evans, principal of Gaithersburg High school and representative of the Secondary School Administrators Association; Mr. Donald Kress, principal of Springbrook High School; Major Creighton Branthover, chief of Field Operations Bureau, Montgomery County Department of Police; Captain Joseph Price, commander of Germantown District, Montgomery County Department of Police; Ms. Ellen Carroll, field security coordinator of the Division of School Security; and Mr. Hoyt Gamble, field security coordinator of the Division of School Security.

Ms. Carroll addressed the Board with an update on safety and security issues. Since the last yearly report, staff has been busy implementing a 24-hour Safe Schools Hotline, receiving and conducting training, maintaining liaison with the police, and planning programs that would help prevent violence in schools and prepare MCPS for the 21st century. School-based security staff have established and maintained excellent working relationships with the local district commanders and officers of the Montgomery County Department of Police as well as the city police within the clusters. Working closely with principals and other school administrators, the school-based security staff have been productive in dealing with issues of theft and violence in the schools and receiving support from the police when appropriate. Much of the success is attributed to information received, sometimes anonymously, about illegal activity at schools. To enhance MCPS' ability to obtain information, the 24-hour Safe Schools Hotline was established. Posters and flyers have been handed out to secondary schools encouraging students, staff, parents, and community members to call with information about weapons, drugs, alcohol, and violence in schools. Ms. Carroll stated that training has been an integral part of the three-year incentive and continues to be a priority. Each year the division plans about 32 hours of training for school-based security staff as well as training for administrators and other MCPS staff.

For the future, Ms. Carroll anticipated that adding staff will not be enough when enrollment will exceed 135,000 students in MCPS. New technology advances could help ensure safe schools and protect property. New devices are being developed that detect the presence

not only of metals but also minute particles of chemical compounds thus giving a detection system for drugs, explosives, and chemicals. Sophistication in intrusion alarms would provide equipment necessary to safeguard property. The technology will be available but needs to be embraced by the Board and staff.

Mr. Kress thanked the Board and superintendent for the continuing support of school safety and security initiatives. School-based administrators appreciate the Board's responsiveness to their concerns and requests. About a year ago, the secondary schools sent Dr. Vance a number of recommendations for improving school security and over half of the recommendations are now being addressed. The cooperation of the Montgomery County Department of Police in working with school administrators is appreciated. The Department of Police cooperation and the Board's ongoing initiatives have resulted in major improvements in dealing with school disturbances and have resulted in an improved school climate throughout MCPS. In high schools, security staff is much more than hall monitors because they investigate thefts and disturbances, assist with crowd control at athletic events and other major school events, intervene in interpersonal conflict and do conflict resolution and mediation, serve as mentors for students, and listen to rumors of problems and take proactive intervention. Although progress has been made, other concerns still exist such as alternatives for violent and disruptive students, better identification procedures, better surveillance and detection, tighter standards on student dress, strategies to deal with organized youth groups, conflict resolution and character education programs, and disciplinary reciprocity among LEAs.

Mr. Evans stated that he has served as a middle and high school principal and has experienced having a security person as well as a student behavior assistant. Those two positions were invaluable in terms of assuring a safe and secure environment. Security personnel often serve as prevention. He strongly supports middle school administrators in having at least one security person. A middle school is where a student can learn bad habits as well as good, and the system would be foolish if it does not support a program that catches those bad habits before they become entrenched. Every middle school principal who has a security assistant finds it a necessity.

Major Branthover thanked the Board for its foresight when it started the program. In the second semester, there will be ten sessions for all 7th grade middle school students on drug/alcohol education based on the DARE program. The Department of Police will continue working with MCPS in training staff in such areas as stolen autos, drug recognition, and new statutory requirements.

Captain Price commented that the department has spent time and resources to develop a strategic plan on a community-policing philosophy. At the present time, the department is moving from a planning phase to implementation of a geographic-based police effort. With this plan, the officers will know the community and work with the community in developing strategies and implementation plans that will truly address the public safety

needs of that community. In the Germantown area, the key to the community is the school, and the department looked to the schools as the natural way to define communities. Many of the school problems are the same as the police problems. The plan for geographic-based policing is to create cluster teams that mirror the clusters and deploy officers in a team approach within that cluster. These teams will work with the schools and community to identify situations before they become crime problems.

Mr. McCullough asked about the Hotline and calls listed under "other." Ms. Carroll responded that those calls inquired as to whether or not schools were open, general information, and whether or not the Hotline conversations were recorded and the calls were anonymous.

Mr. McCullough inquired about the calls about incidents connected with schools and whether the calls came from middle or high schools. Based on that information, was the Hotline number posted more in one or the other? Mr. Hoyt stated that the majority of calls have been from the high schools. There have been calls about weapons, a general statement that there is a rash of incidents and staff is not responding, beer parties, acts of violence, and graffiti.

Mr. McCullough sought information from the police officers in relation to alcohol curtailment programs and the DARE program. Captain Price stated that DARE was started several years ago and targeted the 7th and 8th graders initially. Since that time, the program has been moved to the 5th grade level. Even though the elementary school students are receiving the program, the middle school audience is a critical age and the police have started a new program modeling the DARE program for those students.

Mr. McCullough further asked about curtailing crime and the dress of the students in relation to stereotyping students. Mr. Kress stated that it had nothing to do with stereotyping. The issue of dress standards is to quickly spot trespassers on school property.

Mrs. King congratulated the police officers on the 8th grade program and the reenforcement of the DARE program. She asked Mr. Kress to prepare his suggestions to the Board on enhancing the security program.

Ms. Gutiérrez was interested in what principals can do and whether they are empowered to carry through with actions in relation to school security or whether a policy needs to be adopted.

Mr. Ewing added to Mrs. King's request by asking what the principals would suggest is needed in terms of additional security personnel in the schools. Mr. Kress stated that he would survey his colleagues for a response. Mr. Evans remarked that staff training is essential and the entire staff must think about security. His point of view is that as soon

as metal detectors and other technology is deployed, the battle is lost. The essential information from students, parents, and staff helps avoid or solve incidents within the school. The human element is crucial in this area and the lines of communication must remain open. Mr. Ewing also requested information about character education and what Mr. Kress suggests the Board should do and how.

Mr. Felton questioned the proximity of a responsible adult in terms of what extent have parents been brought in to help during the day as well as the evening. Mr. Kress replied that parents have not been used directly in security roles. There are liability issues that need to be clarified before moving in that direction.

Mr. Felton asked if there were any history of parents offering to support that role. Mr. Wilder replied that parents have not worked directly with staff and students. There has been some success with parents monitoring what is happening on school property and anonymous calls. It is very difficult to develop a safety program to adequately train and protect the use of non-MCPS employees involving students.

Mr. Felton asked if there were other school systems using parent volunteers. Mr. Kress stated that he was not aware of any but there are ways to use volunteers as extra observers as a component of safety, not as interveners, but as reporters. When parents attend school events, behaviors are monitored. Schools get tremendous support in security issues from parents with calls about incidents within the community or student to student conflicts.

Mr. Felton inquired about the number of calls in relation to students who are afraid at school. How does staff assess the number of calls received on the Hotline and the perceptions of students? He thought there would be more calls based on what he is hearing from students. Mr. Hoyt replied that staff expected more calls than received, and he is not hearing the same concerns from students.

Dr. Cheung appreciated the comments about community partnership in policing. He stated that the best way to reduce youth violence is through early identification and prevention. He questioned whether or not the federal government had a role in certain types of youth violence. Some remedial actions for violent youth may be parental involvement, i. e., if a child received detention, the parent/guardian would supervise that detention. Mr. Kress responded that schools involve parents with remedial actions in after-school discipline, negotiate an alternative to suspension, and/or attend classes with the student. Administrators are creative in finding a solution to a child's inappropriate behavior and may use parental involvement. Problems arise in supervising, mandating and requiring these actions. Major Branthover added that the Department of Police is participating in identifying youth at an early age who are prone to violence and start working with parents. In the juvenile court system, the parent can be brought in and reprimanded along with the youth.

Ms. Gutiérrez commended the staff and the Department of Police on all the work that has been done which has resulted in a low number of serious incident reports. The cost issues must be faced realistically and suggestions for the improvement of safety and security must be priced out in order for the Board to have a clearer picture. The question always is at what point does the Board trade off in the budget between security issues and education issues. The Board must explore how this partnership between MCPS and the police can become stronger. For example, there are school systems where the police provide security services. The Board needs a full analysis of technology as well as alternatives for security. Conflict resolution is helping to resolve situations before escalating to a confrontation. Efforts need to be expanded to train the security personnel to apply conflict resolution because it is a key. She was concerned about the diversity of staffing within the MCPS security staff and police. There are neighborhoods where large sectors of the community are Hispanic or Asian. She asked what was being done in recruitment and ideas to address diversity of staffing.

Re: TASK FORCE ON PERFORMANCE
ASSESSMENT MEASURES FOR GLOBAL
ACCESS

On recommendation of the superintendent and on motion of Mrs. King, seconded by Dr Cheung, the following resolution was put on the table:

WHEREAS, Montgomery County Public Schools and the Montgomery County Government's Office of Legislative Oversight for the Montgomery County Council will be working on a project to develop performance assessment measures for Global Access; and

WHEREAS, The plan calls for the establishment of a task force of 12 members, with six appointed by Montgomery County Public Schools and six by the County Council; now therefore be it

Resolved, That the following six persons represent Montgomery County Public Schools:

Ms. Carol Hyatt, MCCPTA Technology Committee Chair

Mr. Lee Meiners, principal, Cresthaven Elementary School

Ms. Susan Ragan, computer science teacher in the magnet program, Montgomery Blair High School

Dr. David Rodbard, director of computer technology at NIH;
member of the Global Access Oversight Committee

Ms. Rosalva Rosas, assistant principal, Springbrook High School

Dr. Steven Seleznow, director, Office of School Administration; co-chair of the Global Access Oversight Committee;

and be it further

Resolved, That the Board of Education also name the members of the Research and Evaluation Subcommittee to work with a like group from the County Council as an oversight body for this Task Force.

RESOLUTION NO. 29-96 Re: CLOSED SESSION - JANUARY 22, 1996

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mr. McCullough, 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 conduct a portion of its meeting on Monday, January 22, 1996, 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 these meetings 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 meetings shall continue in closed session until the completion of business.

Re: REPORT ON CLOSED SESSIONS -
 DECEMBER 12, 1995

On November 27, 1995, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on Tuesday, December 12, 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 December 12, 1995, from 9:10 to 10:05 a.m. and 12:30 to 2:00 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, committee appointments, and legal matters with its attorneys.

Board members reviewed and adjudicated the following appeals: 1995-29, 1995-41, 1995-42, and 1995-43.

In attendance at the closed sessions were Steve Abrams, Larry Bowers, Alan Cheung, Blair Ewing, David Fischer, Phinnize Fisher, Kathy Gemberling, Bea Gordon, Ana Sol Gutiérrez, Nancy King, Elfreda Massie, George Margolies, Charles McCullough, Brian Porter, Glenda Rose, Ruby Rubens, Lois Stoner, Roger Titus, Joseph Villani, and Paul Vance.

RESOLUTION NO. 30-96 Re: MINUTES FROM OCTOBER 10, 1995

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

Resolved, That the minutes of the October 10, 1995, Board of Education meeting be approved.

RESOLUTION NO. 31-96 Re: MINUTES FROM OCTOBER 16, 1995

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

Resolved, That the minutes of the October 16, 1995, Board of Education meeting be approved.

RESOLUTION NO. 32-96 Re: MINUTES FROM OCTOBER 23, 1995

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

Resolved, That the minutes of the October 23, 1995, Board of Education meeting be approved.

RESOLUTION NO. 33-96 Re: MINUTES FROM NOVEMBER 8, 1995

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

Resolved, That the minutes of the November 8, 1995, Board of Education meeting be approved.

RESOLUTION NO. 34-96 Re: MINUTES FROM NOVEMBER 20 AND 21, 1995

On motion of Mr. Felton seconded by Mr. McCullough, the following resolution was adopted unanimously of members present:

Resolved, That the minutes of the November 20 and 21, 1995, Board of Education meeting be approved.

RESOLUTION NO. 35-96 Re: BOE APPEAL NO. 1995-41

On motion of Mrs. King and seconded by Mr. McCullough, the following resolution was adopted unanimously by members present:*

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-41, a personnel transfer matter.

* Ms. Gutiérrez did not participate in this decision and order.

RESOLUTION NO. 36-96 Re: BOE APPEAL NO. 1995-51

On motion of Mr. Felton and seconded by Mr. McCullough, the following resolution was adopted unanimously by members present:*

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1995-41, a student transfer matter.

* Mr. Abrams did not participate in this decision and order.

RESOLUTION NO. 37-96 Re: CATEGORY 4 DEFICIT

On motion of Mr. Ewing and seconded by Ms. Gutiérrez, the following motion was adopted unanimously by members present:

Resolved, That the Board of Education schedule time once it has the monthly financial report for November 30, 1995, to discuss where MCPS stands with respect to projections

for the year especially Category 4 since that constitutes a \$2.8 million deficit; and be it further

Resolved, That this discussion take place prior to final budget action.

Re: NEW BUSINESS

Mr. McCullough moved and Mr. Felton seconded the following:

Resolved, That the Board of Education schedule time to discuss a scholarship for the student Board member which includes options for private funding.

RESOLUTION NO. 39-96

Re: MAINTENANCE OF EFFORT

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

WHEREAS, There is under development in the state legislature a set of proposals on boards of education's operations which have to do with maintenance of effort, budget categories, reporting, and performance audits; and

WHEREAS, These proposals would seriously undermine the authority and responsibility of boards of education for the operation of public schools; and

WHEREAS, Maintenance of effort changes would almost certainly lead to a loss of resources for education in Montgomery County and elsewhere in the state; now therefore be it

Resolved, That the Board of Education strongly opposes any legislation that would change or allow for waiver of the present maintenance of effort provisions in the state law; and be it further

Resolved, That the Board of Education opposes the other elements of those governance bills relating to budget categories, reporting, and performance audits; and be it further

Resolved, That copies of this resolution be sent to the county executive, County Council, members of the Montgomery County delegation, and to the Speaker of the House of Delegates.

Re: ITEMS OF INFORMATION

1. Items in Process
2. Change Order Quarterly Report - Under \$25,000
3. Construction Progress Report
4. Monthly Financial Report

Re: ADJOURNMENT

The president adjourned the meeting at 5:00 p.m.

President

Secretary

PLV:gr