

APPROVED
19-1996

Rockville, Maryland
April 10, 1996

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Wednesday, April 10, 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

indicates student vote does not count. Four votes needed for adoption.

RESOLUTION NO. 246-1996 Re: **BOARD AGENDA**

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

Resolved, That the Board of Education amend its agenda to reverse Item 5.0 (Final Action on Disciple Policy (JGA) and Student Rights and Responsibilities Policy (JFA)) and Item 6.0 (Final Legislative Report); and postpone the presentation of MCPS' Representative to the Interagency Coordinating Board and Community Health Center Addition to Broad Acres Elementary (not ready).

RESOLUTION NO. 247-1996 Re: **NATIONAL VOLUNTEER WEEK, APRIL 22-28, 1996**

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

WHEREAS, A goal of *Success for Every Student* is to secure the commitment of the entire community to maintain quality education in Montgomery County by building partnerships that promote and support initiatives to help all children succeed; and

WHEREAS, Every school in Montgomery County relies on volunteers to supplement and enrich programs for students; and

WHEREAS, Schools rely on both paid and volunteer staff to provide coordinated efforts to develop and manage school volunteer and partnership programs that serve staff and student needs; and

WHEREAS, Last year, 112 schools met the criteria and earned a citation of merit from the Maryland State Department of Education for an outstanding school volunteer program; and

WHEREAS, During the last school year more than 51,625 volunteers gave 3.7 million hours of service to staff and students and provided the equivalent hours of 1,790 full-time, 12-month staff people; and

WHEREAS, If a dollar value were attached to the hours of service volunteers provided, the sum would be more than \$37.3 million; and

WHEREAS, As volunteers share their time, energy, and experience in schools, they inspire the school and the community to renew our commitment to success for every student; now therefore be it

Resolved, That the Montgomery County Board of Education express its appreciation to all volunteers and volunteer coordinators for their assistance, generosity of spirit, and commitment to our schools and our young people and for their outstanding contribution to the Montgomery County community.

RESOLUTION NO. 248-1996 Re: **NATIONAL WEEK OF THE YOUNG CHILD**

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, A goal of *Success for Every Student* is to secure the commitment of the entire community to maintain quality education in Montgomery County by building partnerships that promote and support initiatives to help all children succeed; and

WHEREAS, The Board of Education reaffirms its strong commitment to early childhood education and recognizes the importance of involving families in a child's education; and

WHEREAS, The "**Week of the Young Child**" will be celebrated nationally during April 20-27, 1996; now therefore be it

Resolved, That the National "**Week of the Young Child**" be observed by Montgomery County Public Schools during the week of April 20 through April 27, 1996; and be it further

Resolved, That the Board of Education commend the efforts of volunteers and staff for their contributions to the "**Week of the Young Child**" celebration.

RESOLUTION NO. 249-1996 Re: **STUDENT LEADERSHIP WEEK, APRIL 22-26, 1996**

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

WHEREAS, The Montgomery County Board of Education has a continuing commitment to support active student participation in school and community activities; and

WHEREAS, An open dialogue between the Board of Education and student organizations is productive and useful; and

WHEREAS, Participation by our youth is valued by the Board of Education; and

WHEREAS, In April, student leadership activities include the election of the student member of the Board of Education, Montgomery County Region of the Maryland Association of Student Councils and Montgomery County Junior Councils elections, and National Student Leadership Week; now therefore be it

Resolved, That the Board of Education hereby join with the superintendent of schools in designating the week of April 22 - April 26, 1996, as Student Leadership Week in Montgomery County Public Schools; and be it further

Resolved, That the Board of Education commend student leaders for their efforts and achievements on behalf of Montgomery County Public Schools.

RESOLUTION NO. 250-1996 Re: **NATIONAL PROFESSIONAL SECRETARIES' WEEK**

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

WHEREAS, Professional Secretaries' Week will be celebrated nationally the week of April 21-27 1996; and

WHEREAS, The Board of Education wishes to recognize publicly the competence and dedication of its staff of secretarial and clerical employees and express its appreciation for

their efforts in the effective, courteous, and economical operation of the Montgomery County Public Schools; and

WHEREAS, The Board of Education thanks its secretarial staff for their contributions to excellence in education and for their commitment to "Success for Every Student;" now therefore be it

Resolved, That National Professional Secretaries' Week be observed by the school system during the week of April 21 through April 27, 1996; and be it further

Resolved, That Wednesday, April 24, 1996, be designated as Professional Secretaries' Day for the Montgomery County Public Schools.

RESOLUTION NO. 251-1996 Re: 30TH ANNIVERSARY OF HEAD START

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

On May 16, 1996, Head Start will celebrate 30 successful years of service to eligible children and their families at a reception in the Carver Educational Services Center Auditorium, 10:00 a.m. - 12:00 p.m. Mrs. Helen Taylor, associate commissioner, Head Start Bureau, will deliver the keynote address. Persons who have provided exceptional service to children through the Head Start program will be honored.

WHEREAS, The Board of Education reaffirms its commitment to early childhood education and recognizes the contribution of Head Start in providing excellent education, health, and nutrition services to three- and four-year-old children, social services, and parent involvement for their families; and

WHEREAS, The services provided by the Head Start program are desperately needed today for growing numbers of children and their low income families in this county and nation; and

WHEREAS, The Head Start program in Montgomery County Public Schools will celebrate its 30th anniversary in May 1996; now therefore be it

Resolved, That the Board of Education recognize the 30th anniversary of Head Start; and be it further

Resolved, That the Board of Education commend present and past Head Start administrators, teachers, staff, parents, and volunteers for 30 years of extraordinary service to children and their families.

RESOLUTION NO. 252-1996 Re: **PERSONNEL PROFESSIONALS DAY**

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

WHEREAS, The employees of Montgomery County Public Schools include a group of professionals in the Office of Personnel Services who perform our personnel functions with professionalism and distinction; and

WHEREAS, This jurisdiction is a member of the Local Government Personnel Association (LGPA) of the Baltimore-Washington Metropolitan Area which represents forty-nine such jurisdictions located between the Chesapeake Bay in Maryland and the Rappahannock and Shenandoah Rivers in Virginia; and

WHEREAS, The goal of the LGPA is "to serve as a forum for the exchange and sharing of information between the personnel offices and staffs of member jurisdictions"; and

WHEREAS, The objective of the LGPA is "to provide opportunities for the education, information and professional development of their personnel specialists, and to facilitate interaction and discussion which can be helpful in their performance of the personnel function"; and

WHEREAS, The LGPA has established the "Personnelist Of The Year" awards program to promote and encourage professionalism among the personnel staffs of their respective member jurisdictions; and

WHEREAS, The program includes an Awards Luncheon scheduled for Tuesday, May 7, 1996, at Bay Ridge Inn in Annapolis, Maryland, to recognize and honor "The Best And The Brightest" of our personnel profession; now therefore be it

Resolved, That the Board of Education proclaim Tuesday, May 7, 1996, as "Personnel Professionals Day" in Montgomery County Public Schools; and be it further

Resolved, That the Board of Education congratulate the staff of the Office of Personnel Services on their performance of the personnel functions; and be it further

Resolved, That the Board of Education encourage their participation in "The Personnelist Of The Year" awards program, attendance at the May 7, 1996, Awards Luncheon, and support of the goals and objectives of the Local Government Personnel Association.

Re: **GOALS 2000 AND MCPS STANDARDS IN
MATHEMATICS/SCIENCE AND READING/LANGUAGE
ARTS**

Dr. Vance invited the following people to the table: Dr. Mary Helen Smith, acting associate superintendent for the Office of Instruction and Program Development; Dr. Lucinda Ross Sullivan, director of the Department of Academic Programs; and Dr. Gerald F. Consuegra, director of the Division of Curriculum Coordination and Implementation.

Dr. Vance was pleased to bring these two items to the Board for discussion. Over the past few years, the Board has called for rigorous academic programming. He feels that staff has responded by upgrading and enhancing instruction in all subject areas. In addition, the Board has insisted on high standards in mathematics/science for all new teachers, particularly at the elementary level. There are also graduation requirements for students to prepare for further study as well as careers.

Goals 2000 has called for the development of curriculum standards that provide guidelines for state and local school system reform initiatives. As a result, national curriculum standards have been developed.

The two papers presented to the Board represent a thorough analysis of MCPS' curriculum with respect to the national standards. He reported that MCPS' instructional program is consistent with the Goals 2000 and the national curriculum initiatives and standards. In fact, MCPS surpasses most of those standards. These accomplishments are due to the leadership and collective vision of the Board and the strength of policies and decisions made over the past years.

Dr. Smith reported that MCPS has done landmark work because the system has been recognized by being awarded large national grants. The National Science Foundation has provided a grant for MCPS to continue the work of staff and disseminate that work to other school districts. Three of those grants are Elementary Science Grant, Event-based Science Grant, and Math Content Connections Grant.

Dr. Sullivan stated that staff is very pleased with the two items presented to the Board. They were developed in collaboration with all the other offices within MCPS. Goals 2000 provides a perfect backdrop in order for staff to look specifically at MCPS' standards.

Dr. Consuegra reported that the curriculum standards provide a broader view of the disciplines and the education within those disciplines. For most school districts in the country, these are enlightening documents. For MCPS, they are validation of what is being done. Staff analysis has confirmed that MCPS is consistent with or surpasses the national standards.

Mr. McCullough asserted that in reaching the goals and students, the curriculum must reflect diversity. How that is addressed to make sure what children learn is conducive to learning about the world and integrates different cultures. Dr. Smith described the development of documents. Before curriculum goes to the Council on Instruction, staff looks at interdisciplinary connections, multicultural education, and the infusion of technology as a tool to support curriculum. When curriculum goes to the Council on Instruction (consisting of parents, teachers, students, and administrators), the same review takes place. Dr. Sullivan added that education must be practical and meet the needs of all the population.

Mr. Felton agreed that staff is excited about the curriculum and teaching students. His concern was, particularly as the Board looks at Goal 1 in being sure children are ready to learn, that the county has a challenge to meet that goal as more children enter the school system with greater needs. How can MCPS continue to work with that problem? The honor roll students continue to get As and Bs, but there are so many others who need attention. MCPS has the expectation for excellence, but there are aspects of the community who are not excited and do not feel a part of this movement. If MCPS does not capture that part of the community, then the system cannot be successful. Dr. Sullivan stated that next month the Board will learn more about outreach and how MCPS works with communities. There is a major grant that is addressing issues of school systems working with other agencies to affect change throughout the entire system. Agencies throughout Montgomery County as well as national agencies are working collaboratively to address the issues of how to educate children in need.

Mr. Ewing appreciated the enormous effort in assembling the documents in support of the national educational goals as well as the state and local objectives. It is valuable for Board members because it reflects great accomplishments in the schools in working to change curriculum and instruction and to measure outcomes in ways that gives MCPS information about what is working or not working so that modifications can be made. In terms of Goals 2000, it clearly shows that MCPS is closer to the general objective in each of the six areas than most school systems. The Board needs to make sure that those who are spending public funds to help MCPS achieve those results know about it. Those results need to be shared with the County Council, County Executive, members of the legislative delegation.

In the more detailed document, there is a sense of work being done as a work in progress. In these documents, there is very little acknowledgment of gaps, of needs, improvements that need to be made, or failings. Recently, the Board sent the County Council a list of unmet needs, and through this summary someone might perceive there are no unmet needs.

MCPS has students from families in poverty. MCPS has techniques that work with those students, but by no means has MCPS fully explored and understood what affects their

learning and what ought to be done to assist them. There are students that are not doing as well as the Board and staff would hope. There needs to be acknowledgment of that, and MCPS must have strategies clearly articulated that deal with those areas.

Dr. Cheung commended staff for the preparation of the material. He was particularly interested in the area of the parental involvement and participation since that is a key area where MCPS needs some measurement of encouraging of parents. Another important area is foreign language. MCPS must not look at averages but the summation or aggregation of the improvements of each, individual child. He emphasized that in the information and technological age, MCPS should measure the performance of each child in a summation and aggregation of improvements for each child since that is a true measurement of success. The school system must look beyond Goals 2000 to what other countries are doing, and are there lessons to be learned. Quality education is a concern of every country. Educational exchange between countries is a preamble to economic growth and world peace.

Ms. Gutiérrez commented that what the Board has before it is an incredible summarization and collection of what the school system is doing in different areas. It is valuable and serves as a benchmark. She thought it was important for the school system to continue to keep the structure of the goals that help to provide a framework to continuously measure the school system. The questions that need to be answered are: what does the school system want to do, and what does the school system need to do? She also asked how these goals have driven curriculum changes within the school system. Dr. Sullivan responded that whether it is the Board or Goals 2000 that set the stage for curriculum development, there has been tremendous revisions and all disciplines have been turned around in terms of investigative hands-on, relevance of issues studied, integration focus and meeting the needs of a broader group of students, and communication skills.

Ms. Gutiérrez stated that MCPS has a very specific math/science policy that has served as a lightning rod to facilitate staff in focusing its energy and attention with specific outcomes. She stated that the Board does not see many curriculum revisions even though this is a major function of the Board. She also questioned what the school system was doing in regard to girls taking math and science, and whether there is still a decline of enrollees after the 6th grade. Dr. Sullivan stated that when the school system looks at pilot courses, the gender makeup of those classes is assessed. Dr. Smith stated that Maryland has been recognized nationally as a leader in terms of setting standards and measures to assess those standards.

Mr. Ewing commended the staff on a useful summary regarding the standards in mathematics/science and reading/language arts. In the math and science areas, staff has been immensely creative in putting together federal grants, foundation grants, and partnerships with universities to accomplish the objectives. Mr. Ewing suggested that this unique report be written up for national publication since it is a remarkable accomplishment. Mr. Ewing pointed out that the school system should take the same approach for social studies as it has with math/science. The whole area of humanities in education needs to be addressed. The Board must assure that graduating students are not only capable for work or college, but understand the culture of this society enabling students to live a rich life appreciating the world and utilizing those resources to enjoy life. Citizenship and a rich cultural life are critical elements of what the school system is about.

Mr. Felton focused on the business side of education. He supports these goals, but in the successful attainment of these goals there are the projected costs. If the goals are to be attained, the Board and school system needs to communicate to the public that there is a cost.

Dr. Vance stated that the implications were vast. The Board of Education has done an incredible job of convincing the citizens of Montgomery County, particularly those without children in the school system, of what a fundamentally sound educational system is. Recently, Mr. Duncan reaffirmed the support which the broader community has always given to public education. The data supporting how MCPS measures up and surpasses national goals and standards must continually be disseminated to the broader community that the school system is doing its best even though there are areas where improvement is needed. Montgomery County has a world class school system.

In regard to Mr. Felton's statement, Dr. Cheung remarked that education is an investment rather than a cost. In the area of further investment for improvements, the school system needs additional support in the expectation of excellence. People are not willing to support an increase in costs, but are willing to support an investment for a future return.

Mr. Felton reiterated that when the Board makes a commitment it is easy to commit philosophically, but there also needs to be a commitment with funds.

In the standards for math/science, Ms. Gutiérrez asked the following questions to be incorporated into a paper: What is the number of teachers that are currently meeting our requirement? Out of the whole cohort, how many already meet it? How many are meeting it to some degree? And, how many are not any where near it? Of our 9th grade class, how are we doing with the science requirement? What are the expectations of the whole class of 9th graders for being able to graduate with our 3 credits in science? In the 10th grade, how many will be able to graduate with algebra 1 and geometry? How many

have had the pre-algebra? That is important to give us an assessment. We know we have some dates that are targeted. What is the percentage of those passing?

Re: **FINDINGS IN THE MONTGOMERY COUNTY
COMMITTEE ON HATE/VIOLENCE SURVEY STUDENT
PERCEPTIONS OF PREJUDICE IN MONTGOMERY
COUNTY**

Dr. Vance invited the following people to the table: Dr. Hiawatha Fountain, associate superintendent for the Office of 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; Ms. Laura Barnitz, chair of the Montgomery County Committee on Hate/Violence; and Ms. Mary McCann, member of the Montgomery County Committee on Hate/Violence.

Dr. Vance stated that in September, 1995, the Committee on Hate/Violence issued a summary of the findings from a survey that they conducted of 11th and 12th grade public and private school students. At the Board's request, Dr. Vance prepared a memorandum outlining his observations and recommendations concerning some of the key findings from the survey. He commended the Committee on Hate/Violence for undertaking this significant survey since acts of prejudice and hate/violence affect all members of the Montgomery County community. The responsibility for developing and implementing strategies for preventing such acts rests with MCPS staff, students, parents, law-enforcement agencies, businesses, and the faith and civic communities. While there are aspects of the survey that are very troubling, there are encouraging findings as well. It is significant that 75% of the students feel that their schools are doing a good job in fighting prejudice, and a majority of students feel that racial conflicts are not on the rise.

Dr. Fountain introduced Ms. Alvez who presented activities and collaborative efforts in MCPS.

Ms. Alvez stated that these are serious issues which society continues to grapple with. The committee learned that students truly need opportunities to talk about these issues with each other, and adults they can trust. The most exciting part to her was observing the students who conducted the survey over a two week period. The enthusiasm, seriousness, and professionalism that they displayed was incredible and truly a learning experience for them. After the survey, the students were debriefed and given an opportunity to talk about the issues and to get feedback on their experience. The level and sophistication of the discussion as well as their analysis of the issues and optimism for the future were extraordinary.

Ms. Barnitz echoed Mr. Alvez' comments in regard to working with the students. The Committee on Hate/Violence undertook a survey in 1994 to learn of the perceptions and

attitudes on prejudice, discrimination, and hate/violence. The committee decided to invest its time and resources in the survey because it had determined efforts to reduce and eliminate hate/violence in Montgomery County should be concentrated first on youth. Hate/violence is a hurtful legacy of the past as a county and a country, and it is also a serious problem today because of serious implications for the success and stability in the future. The goal of the citizen's advisory group is to make sure all citizens are working together to move the county forward -- acknowledging our weakness, celebrating our strengths, and committed to building a kinder and more tolerant community for our children.

The Committee on Hate/Violence has presented its twenty-five recommendations to the Montgomery County Human Relations Commission. Of those, four recommendations are primarily focused on public and private schools. Those recommendations are:

1. Ensure that the MCPS human relations policy is consistent with county legislation, which provides for the protection of individuals from acts of hate/violence based on race, ethnicity, national origin, religion, and sexual orientation. In addition, teachers, staff, and administrators must be provided the same employment protections and nondiscrimination practices as other county employees, regardless of race, ethnicity, national origin, religion or sexual orientation.
2. Earmark funds in each school to be used for programs or activities that promote respect for diversity. Emphasis should be on diversity, not race-specific programs. Everyone has a heritage with elements they can be proud of.
3. Collaborate with the Human Relations Commission (HRC) and the Police Department on defining incidents of hate/violence occurring in public schools. Utilize current county resources by inviting the HRC and the Police to regularly update the Board of Education, school administrators, teachers, staff and students on incidents of hate/violence in the county.
4. Strengthen teachers and staff (especially guidance counselors) training to assist students who have conflicts related to race, ethnicity, national origin, religion, or sexual orientation.

This year the committee will not only be working closely with county agencies and the schools to follow through on the recommendations, but creating public information on hate/violence in a couple of new formats including a web site to education and engage the whole county in activities to prevent hate/violence and to promote respect for diversity.

Mrs. King remembered that there was a "Speak Out" program in the community, and it was valuable for the students to get together and discuss the issues that confront them on a day-to-day basis. She believed that it is important to listen to the students and hear what

they have to say in order to identify their concerns and issues. Dr. Vance reiterated that the school system must listen to all students, some statements may not please the administration.

Mrs. Gordon commented that the results of the survey should not have come as a big surprise to anyone. Last year along with Dr. Vance, she visited with student leaders where they talked about a number of these same issues. They expressed an interest in having an opportunity to dialogue and be educated on their feelings and interpretation of what was happening around them. Unfortunately, adults are uncomfortable in dealing with many of these issues. The responses to the recommendations of the Committee on Hate/Violence describe activities that are being done to enable students to focus on these issues. She hoped that the school system would effectively implement changes regarding the recommendations by the committee.

Mr. Felton agreed with his colleagues that the results of the survey produced no surprises, but it formally acknowledges and confirms that there is a problem. When witnessing things that were wrong, the more disturbing part of the report is that students and faculty remained silent which, in fact, condones these actions culturally. He hoped that the school system would begin to foster an environment where students and staff would speak out when witnessing hate/violence activities. Staff should become the model for promoting dialogue with other staff as well as students. As the student body polarizes especially in middle schools, the school system must look at certain schools in certain clusters for an approach to discourage hate/violence.

Mr. Ewing anticipated that, even though this was a discussion item, there should be an opportunity for an action item so that the Board could take a position by endorsing the superintendent's responses to the recommendations from the committee. The responses and actions proposed are important to pursue. The recommendations reinforce that the issues of differences and conflicts based on racial and ethnicity endure within the community, although he was surprised that the situation was not as negative as expected based on the survey. The school system is at a point where active involvement of school leadership and parents in addressing this issue is not only still possible, but has a real chance of effective results if the school system is firm, direct and clear in dealing with the issues. The higher the incidents of contact with people of other racial and ethnic groups, the less there appears to be antagonism. Mr. Ewing agreed with Mr. Felton that middle school students appear to separate themselves from other ethnic groupings. Mr. Ewing asked to disseminate to the community how the Committee on Hate/Violence conducted the survey.

Dr. Cheung described that when students are not comfortable with self-cultural identity, they will be less likely to accept others, and there may be conflicts within intracultural groups. It might be an important aspect to look at those students who are comfortable with their identity and how they relate with other ethnic groups.

Mr. McCullough said the survey was perfect. Sometimes a swift kick is better than a gentle nudge. He was disturbed because Board members admitted that those issues confirmed by the survey were known for years, and not much has been done. In talking to his peers, it is hard for students to grasp why the school system has certain programs that highlight Black history and nondiscrimination. The students do not see the human relations aspect of it. Middle school is when students are divided by the school system for a variety of reasons, and this model might be rethought to give students a more inclusive message. When the Board passes resolutions recognizing various groups such as women's history month, where does it go beyond that action? Maybe, every couple of months there should be a school dialogue on these issues. The most important place to start with multicultural education is in the elementary school because that is when minds are fresh and open to allay any fears children may have regarding diversity of population.

Mrs. King commented that Mr. McCullough was disturbed about Board members being aware of the issues confirmed by the survey. There is no simple answer to most of these issues or it would have been done. By writing a policy or adding to a policy, is not going to change the issues. The more time children spend together the less there is to fear from one another. There needs to be more interaction.

Ms. Gutiérrez thanked Ms. Barnitz and the committee for a valuable report and service to the community. It is important to the Board members that the committee has raised the issues and took action. The message is that the issues are an ongoing challenge and a continuing dialogue is very important. The recommendations of the committee focus back on to the human relations leaders within the school system and the activities afforded both staff and students. She was delighted that the Committee on Hate/Violence would be talking to other agencies within the county government. She suggested a public forum since there appears to be a need for it. Ms. Gutiérrez agreed with Mr. Ewing that the survey should be clarified since there appears to be misunderstanding within the community. It is essential for the school system to continue teaching tolerance and understanding.

At this point, the Board of Education recessed for lunch and closed session. Mr. McCullough temporarily left the meeting at this point.

Re: PUBLIC COMMENTS

The following people made comments before the Board of Education.

1. Mr. Michael Calsetta
2. Ms. Phyllis Parks Robinson, President of MCEA

RESOLUTION NO. 253-1996 Re: PROCUREMENT CONTRACTS MORE THAN \$25,000

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mrs. Gordon, 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 having been duly advertised, the following contracts be awarded to the low bidders meeting specifications as shown for the bids as follows:

131-95 Ceiling Board and Grid Systems Material - Extension

Awardees

Capitol Building Supply	\$ 34,056
Kamco Building Supply	<u>10,088</u>
Total	\$ 44,144

67-96 Typewriter Ribbon and Copier Toner

Awardees

Nashua Corporation	\$ 49,967
Frank Parsons Paper Company, Inc.	47,615
Wordex Corporation	<u>12,415</u>
Total	\$ 109,997

105-96 Restaurant Equipment and Installation

Awardees

Calico Industries, Inc.	\$ 9,296
David B. Lewis	8,295
Metropolitan Restaurant Equipment	<u>9,955</u>
Total	\$ 27,546

131-96 Hand Held Calculators

Awardee

Eric Armin, Inc.	\$ 234,153
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132-96 Modular Computer Stations

Awardees

Charrett Corporation		
Douron, Inc.		*
Kerpatrick, Inc.		*
Landon Systems Corporation		
Spectrum Industries, Inc.		
Total Office/Baltimore Stationery		
Total	\$ 150,000	

134-96 Art Supplies

Awardees

Integrity School Supplies	\$ 46,350	*
Jackman's, Inc.	8,924	
National Office and School Supplies	8,232	
Pyramid Art Supply/ Division of Beckley-Cardy, Inc.	1,843	
Pyramid School Products	29,570	
Sax Arts and Crafts	2,892	
School Specialty/Chaselle Division	149,362	
Windtree Enterprises, Inc.	<u>2,667</u>	
Total	\$ 249,840	

135-96 Computer Network Concentrator and Patch Panel Equipment

Awardees

Allied Communications, Inc.	\$ 262	*
CPU, Inc. T/A Communication Products Unlimited	12,950	
Data Systems Marketing Corporation	699,603	
Maxnet Communication Systems, Inc.	<u>23,850</u>	
Total	\$ 736,665	

137-96 Library Furniture

Awardees

ATD-American Company	\$ 5,120	
Douron, Inc.	47,657	*
Highsmith, Inc.	5,415	

Kerpatrick, Inc.	4,720	*
Kunz, Inc.	242	
Total Office/Baltimore Stationery	<u>4,904</u>	
Total	\$ 68,058	

139-96 Book Binding

Awardee

Shenandoah Valley Bindery \$ 25,535

161-96 Broadband Cable

Awardee

NetCom Technologies, Inc. \$ 67,725 *

MORE THAN \$25,000

\$1,713,663

* Denotes MFD vendors

RESOLUTION NO. 254-1996 Re: **AWARD OF CONTRACT - REROOFING STATE-OWNED RELOCATABLE CLASSROOM AT MONTGOMERY BLAIR HIGH SCHOOL**

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

WHEREAS, The following bids were received on March 19, 1996, for the reroofing of one state-owned relocatable classroom at Montgomery Blair High School, with work to begin immediately and to be completed by June 1, 1996:

<u>Bidder</u>	<u>Amount</u>
J & L Services, Inc.	\$ 19,495
Orndorff & Spaid, Inc.	23,281
R. D. Bean, Inc.	24,088
Constech Incorporated	26,900

and

WHEREAS, J & L Services, Inc., has completed similar work successfully for Montgomery County Public Schools, and the low bid is below the staff estimate of \$25,000; and

WHEREAS, The State Interagency Committee for Public School Construction will fund 50 percent of the eligible work for the reroofing of one state-owned relocatable classroom at Montgomery Blair High School as part of the state systemic renovation program; now therefore be it

Resolved, That a \$19,495 contract be awarded to J & L Services, Inc., in accordance with plans and specifications prepared by the Department of Facilities Management; and be it further

Resolved, That the contract be forwarded to the State Interagency Committee for School Construction for approval to reimburse Montgomery County Public Schools for the state eligible portion of the reroofing of one state-owned relocatable classroom at Montgomery Blair High School.

RESOLUTION NO. 255-1996 Re: **AWARD OF CONTRACT - TILDEN MIDDLE SCHOOL REROOFING**

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

WHEREAS, The following sealed bids were received on March 28, 1996, for the reroofing of Tilden Middle School, with work to begin on June 24, 1996, and to be completed by September 1, 1996:

<u>Bidder</u>	<u>Amount</u>
Orndorff & Spaid, Inc.	\$366,225
J. E. Wood & Sons Co., Inc.	378,560
MJB, Inc., T/A Built-Up Roofing Systems	432,459

and

WHEREAS, The low bidder, Orndorff & Spaid, Inc., has completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The low bid is below the staff estimate of \$370,000; now therefore be it

Resolved, That a \$366,225 contract be awarded to Orndorff & Spaid, Inc., for the reroofing of Tilden Middle School, in accordance with plans and specifications prepared by the Department of Facilities Management, and subject to final action by the County Council on the FY 1997 Capital Budget.

RESOLUTION NO. 256-1996 Re: **RETROFIT STORMWATER MANAGEMENT POND AT BRIGGS CHANEY MIDDLE SCHOOL**

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

WHEREAS, On March 19, 1996, the following bids were received to retrofit the Twin Ponds stormwater pond serving the Briggs Chaney Middle School, with work to begin April 26, 1996, and to be completed by October 1, 1996:

<u>Bidder</u>	<u>Amount</u>
Environmental Quality Resources, Inc.	\$102,048
C. A. Kibler Company	145,568
Busy Ditch, Inc.	159,960
Pickens and Sons, Inc.	251,213

and

WHEREAS, Maryland-National Capital Park and Planning Commission and Montgomery County Department of Environmental Protection will participate in the funding of the stormwater facility improvements; and

WHEREAS, Environmental Quality Resources, Inc., has completed similar work successfully, and the low bid is below the estimate of \$120,000; now therefore be it

Resolved, That a \$102,048 contract be awarded to Environmental Quality Resources, Inc., to retrofit the Twin Ponds stormwater pond serving Briggs Chaney Middle School contingent upon receipt of \$67,048 for this project from the Maryland-National Capital Park and Planning Commission and the Montgomery County Department of Environmental Protection, in accordance with plans and specifications prepared by the Department of Facilities Management.

RESOLUTION NO. 257-1996 Re: **CAPITAL PROJECTS TO BE CLOSED EFFECTIVE JUNE 30, 1996**

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

WHEREAS, The Board of Education annually closes capital projects and transfers the unencumbered balances to the local unliquidated surplus account; and

WHEREAS, The current balance in the unliquidated surplus account is \$7,477.67; and

WHEREAS, The County Council has approved funds in the FY 1996 Capital Budget to expand the cafeteria and improve the main entrance at Paint Branch High School; and

WHEREAS, The Council's approval included a condition that a portion of the project cost be funded from the local unliquidated surplus account; and

WHEREAS, Staff has recommended that unencumbered funds from projects scheduled to be closed as part of the FY 1997-2002 Capital Improvements Program be used for Paint Branch High School; now therefore be it

Resolved, That the superintendent be authorized to close, effective June 30, 1996, the capital construction projects listed below and to transfer the local unencumbered balances totaling \$42,242.54, subject to final audit, to the local Unliquidated Surplus Account.

<u>Project No.</u>	<u>School</u>	<u>Balance</u>
152-014	Poolesville High School	\$ 2,886.30
212-007	Meadow Hall Elementary School	-0-
230-011	Rockville High School	-0-
242-001	Dr. Sally K. Ride Elementary School	-0-
244-001	Thurgood Marshall Elementary School	-0-
302-008	Burtonsville Elementary School	26,677.57
545-002	Watkins Mill High School	4.73
553-008	Gaithersburg Elementary School	461.03
652-002	Monocacy Elementary School	230.25
784-005	Highland View Elementary School	-0-
9912	Two-Way Interactive TV	9,853.98
9914	Playground Equipment	2,056.47
9957	Media Production Centers	72.21
		<u>\$42,242.54</u>

and be it further

Resolved, That the June 30, 1996, balance of \$49,720.21 in the Unliquidated Surplus Account be transferred to the current modernization project to complete the Paint Branch High School addition; and be it further

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

RESOLUTION NO. 258-1996 Re: **ENERGY MANAGEMENT SYSTEM INSTALLATION
AT WESTLAND MIDDLE SCHOOL**

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

WHEREAS, The following sealed bids were received on March 8, 1996, for the installation of an energy management system at Westland Middle School:

<u>Contractor</u>	<u>Amount</u>
Control Systems Sales, Inc.	\$175,756
Barber-Colman Pritchett, Inc.	179,480

and

WHEREAS, The low bids are below the staff estimate of \$190,000, and the low bidder has completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That the Board of Education award a \$175,756 contract to Control Systems Sales, Inc., to install an energy management system at Westland Middle School and assign it to the general contractor, Dustin Construction, Inc., for implementation and supervision.

RESOLUTION NO. 259-1996 Re: **RECOMMENDED FY 1996 SUPPLEMENTAL
APPROPRIATION FOR THE SCHOOLS FOR
SUCCESS/GOALS 2000 PROJECT - ROCKVILLE
CLUSTER**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1996 supplemental appropriation of \$281,370 from

the Maryland State Department of Education, under the U.S. Department of Education Program Schools for Success/Goals 2000 Project, to improve the mathematics performance of students in the Rockville cluster, including the Carl Sandburg Learning Center and the Mark Twain School in the following categories:

	<u>Category</u>	<u>Amount</u>
2	Instructional Salaries	\$ 53,875
3	Other Instructional Costs	223,185
10	Fixed Charges	<u>4,310</u>
	Total	<u>\$281,370</u>

and be it further

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

RESOLUTION NO. 260-1996 Re: UTILIZATION OF FY 1996 FUTURE SUPPORTED PROJECT FUNDS FOR THE MCPS OUTDOOR EDUCATION PROGRAM

On recommendation of the superintendent and on motion of Mr. Felton seconded by Mr. Ewing, 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 \$4,718 from the Chesapeake Bay Trust for the MCPS Outdoor Education Program, in the following categories:

	<u>Category</u>	<u>Amount</u>
2	Instructional Salaries	\$1,950
3	Other Instructional Costs	2,612
10	Fixed Charges	<u>156</u>
	Total	<u>\$4,718</u>

and be it further

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

Re: **FINAL LEGISLATIVE REPORT**

Ms. Lois Stoner gave an oral update on the 1996 Maryland legislative session. The session was characterized by a high level of activity for education issues from the first days of the session right through to the end. The school system's legislative involvement was dominated by governance and fiscal relationships between county governments and school boards and a focus on changes in special education law.

HB 7 - Education - Annual Budgets and Maintenance of Effort

This legislation began as a proposal from legislative leadership resulting from a "compromise" purportedly worked out by selected legislators, the State Department of Education, MABE on behalf of local school boards and MSTA. When the Board, several other local boards, and MSTA recognized the fiscal impact of the proposal, the Board immediately resisted the legislation. After weeks of hearings and many discussions, an amended House bill resulted that dramatically reduced proposed changes. Additional budget categories and subcategories were eliminated as was the proposed penalty and the percentage reduction in the maintenance of effort calculation. Reporting requirements remained, and a provision for the State Board of Education to grant individual county waivers after a public hearing was added.

The Senate refused to agree to this watered down bill. They reinstated additional budget categories and the line item veto penalty and made relatively modest changes in the maintenance of effort calculation. Finally, the bill went to conference committee where differences were resolved as follows:

- ! Two budget categories are added: (1) Mid-level administration, and (2) Textbooks and classroom instructional supplies;
- ! Additional reporting requirements, somewhat more moderate than in the original proposal, are retained;
- ! A penalty is included, but it refers to a prohibition on categorical expenditures in excess of the approved budget rather than line item spending;
- ! The maintenance of effort calculation(MoE) is retained at 100% of the previous year's per pupil expenditure as the only way to determine the next year's MoE level; unlike current law, if enrollment drops, so will the MoE;
- ! The base for determining MoE is modified by permitting a nonrecurring cost item that is supplemental to the regular budget to be excluded; possible items are defined; and

! The State Board waiver provision requiring a public hearing is included within a specific time line between April 1 and May 15 as suggested by the Senate.

Most of the reporting requirements do not apply to the FY 97 school operating budgets, although the bill is effective on June 1, 1996.

Although the final legislation imposes more controls on school boards than existing law and reins in the maintenance of effort requirement, it is less burdensome than the original proposals, particularly by retaining the 100% MoE standard and providing a county by county waiver so that school systems do not suffer both a local and state aid financial loss if the county is in difficult financial straits.

The Senate version of the performance audit bill(SB 4) passed with one amendment. The bill would require MSDE to contract for a performance audit of a local school system at the request of the county government. The amendment permits the county government and the local school board to agree to a performance audit without MSDE involvement.

Mrs. Gordon asked for impact statements from the superintendent on bills enacted into law this year, highlighting changes that need to be made within MCPS.

Special Education

Two special education bills passed that should reduce costs to LEAs and have a beneficial effect on all parties to the special education placement appeals process. HB 159 - Review of Educational Placements of Students with Disabilities eliminates the local appeal for educational placements of students with disabilities and requires the state level appeals to be conducted by an administrative law judge with specialized training from the Office of Administrative Hearings(OAH). This bill was proposed last fall by MSDE after they worked with MCPS staff to resolve Board concerns related to 1993 legislation on this issue. The bill passed this year because it was supported strongly not only by MSDE, but also by local boards of education, the OAH, and most parent/child advocates. Only the hearing officers, the Maryland PTA and one advocates' group opposed the bill.

Also passed was HB 1273 - Students with Disabilities - Reimbursement and Payment Limitations, a bill limiting reimbursement of tuition and related costs of nonpublic placement of a student with disabilities. To qualify for reimbursement, the parent must provide the LEA with prior written notice rejecting the school board's proposed placement and stating the reasons why. The local board will not have to reimburse the parent without this notice, nor if the nonpublic placement is found to be inappropriate or the public school program is appropriate.

This bill was twice rewritten before it left the House of Delegates, the second time by collaboration between several advocates, local board representatives and MSDE. This version was agreed to by the sponsor and from then on it was clear sailing.

Administration Bills

The governor submitted two major education bills, which passed and were supported, at least in part, by MCPS. SB 220/HB 261 - School Performance Recognition Awards establishes school performance recognition awards for public elementary and middle schools that show substantial improvement toward meeting MSPP standards. The legislature cut the proposed funding for the program in half to \$2.8 million statewide.

The companion bills aimed at disruptive youth, SB 221/HB 298 - School Order and Discipline, were amended in several ways. The legislation, signed into law on Tuesday, requires LEAs to provide a continuum model of prevention and intervention activities and programs that reduce disruption. Each LEA must develop plans to meet this goal as well as local discipline codes within state guidelines that provide for educational and behavioral interventions, student/parent conferencing, and provide for alternative programs that may include in-school suspensions.

Principals may suspend students up to 10 days, double the current 5 days, and must confer with the teacher of a suspended, expelled or disruptive student, other appropriate school personnel and the parents before returning a student to the classroom. Suspended or expelled students must stay away from school premises and may not participate in school sponsored activities. If a student damages school property, the principal shall require restitution up to \$2,500 or assignment to a school work project, or both.

Added to the legislation were provisions requested by several local boards that permit a superintendent to honor another LEA's expulsion of a student and require a superintendent to forward discipline related information, including facts surrounding an expulsion, on request of another LEA.

Amendments broadened liability protection and the right to intervene to prevent violence on school premises to all school system personnel, not only school based staff. Principals and security guards are authorized to search students if they have a reasonable belief that the student has violated any school regulation or state law.

Transportation Funding

Effective for the FY 98 state budget, state transportation aid will increase based on increased enrollment multiplied by the state per pupil transportation grant the previous year. The grant will be phased in at one-half this amount in FY 98, rising to the full level in FY 99 and beyond. Although this new aid will not compensate for the \$55 million decrease in state transportation aid in FY 93, it will add over \$200,000 to our grant in FY 98 and at least double that from then on as long as enrollment continues to increase at the same rate.

Re: **FINAL ACTION ON DISCIPLINE POLICY (JGA) AND
STUDENT RIGHTS AND RESPONSIBILITIES POLICY
(JFA)**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Mrs. King, the following resolution was placed on the table:

WHEREAS, In August 1994, the superintendent published a new Regulation JFA-RA, *Implementation of Student Rights and Responsibilities*, to replace the *Staff Implementation Guidelines of Section M* and at the same time published A Student's Guide to Rights and Responsibilities in Montgomery County Public Schools for students; and

WHEREAS, On March 14, 1995, the Board of Education reviewed an analysis of the policy section of the student rights and responsibilities and requested the preparation of a separate policy on discipline using the Statement of Discipline that had been appended to the Student Rights and Responsibilities policy as a framework; and

WHEREAS, On December 12, 1995, the Board of Education discussed a new policy on discipline and an updated draft of the Student Rights and Responsibilities policy and took tentative action on both; and

WHEREAS, The Board of Education requested that the tentatively adopted policies and comments made by MCEA be sent out for public comment; and

WHEREAS, Responses have been received and summarized with many suggestions recommended for inclusion in the policies; now therefore be it

Resolved, That the Board of Education take tentative action to adopt Policy JGA, *Student Discipline*, as shown in the draft; and be it further

Resolved, That the Board of Education take final action to adopt Policy JFA, *Student Rights and Responsibilities*, as shown in the draft.

Re: **AN AMENDMENT BY MR. EWING TO TAKE FINAL
ACTION ON DISCIPLINE POLICY (JGA) (FAILED)**

On motion of Mr. Ewing and seconded by Dr. Cheung to "take tentative action on both policies, add a third resolved to refer JGA to a workgroup named by the superintendent of schools to address record keeping and associated issues as well as other issues as appropriate and make recommendations to the superintendent, and the superintendent will bring his recommendations to the Board for final action" failed with Dr. Cheung, Mr. Ewing, and Ms. Gutiérrez voting the affirmative; Mr. Felton, Mrs. Gordon, and Mrs. King voting in the negative.

Re: **AN AMENDMENT BY MR. FELTON TO TAKE FINAL ACTION ON DISCIPLINE POLICY (JGA) (FAILED)**

On motion of Mr. Felton and seconded Ms. Gutiérrez to “postpone action until staff has had a chance to review the MCEA comments and further consultation with MCEA and resubmit to the Board a proposal for final action” failed with Mr. Felton and Ms. Gutiérrez voting in the affirmative; Dr. Cheung, Mr. Ewing, Mrs. Gordon, and Mrs. King voting in the negative.

Re: **AN AMENDMENT BY MRS. GORDON TO TAKE FINAL ACTION ON DISCIPLINE POLICY (JGA) (FAILED)**

On motion of Mrs. Gordon and seconded by Mrs. King to “change the first resolved to read that the Board of Education will take final action to adopt Policy JGA” failed with Dr. Cheung, Mrs. Gordon, and Mrs. King voting in the affirmative; Mr. Ewing, Ms. Gutiérrez, and Mr. Felton voting IN the negative.

Re: **AN AMENDMENT BY MR. EWING TO TAKE FINAL ACTION ON DISCIPLINE POLICY (JGA) (FAILED)**

On motion of Mr. Ewing and seconded by Ms. Gutiérrez to “add at line 109 the four items in the MCEA response on page 41” failed with Mr. Ewing and Ms. Gutiérrez voting in the affirmative; Dr. Cheung, Mr. Ewing, Mrs. Gordon, and Mrs. King voting in the negative.

RESOLUTION NO. 261-1996 Re: **A MOTION TO POSTPONE FINAL ACTION ON DISCIPLINE POLICY (JGA) AND STUDENT RIGHTS AND RESPONSIBILITIES POLICY (JFA)**

On motion of Dr. Cheung and seconded by Mrs. King, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mr. Felton, Ms. Gutiérrez, and Mrs. King voting in the affirmative; Mrs. Gordon voting in the negative.

Resolved, That the Board of Education postpone final action on both policies, request staff to develop a matrix of the public comments to assist Board members in its decision-making, request that the superintendent recommend changes that are appropriate, and reschedule both policies for final action.

Re: **CHARTER AND PROCESS FOR BUDGET REVIEW COMMITTEES**

The following resolution was presented for discussion and action:

WHEREAS, The Board of Education established five budget review committees to review discrete areas of the MCPS and to recommend reductions and identify issues related to the proposed Fiscal Year 1997 Operating Budget; and

WHEREAS, The role of these committees was premised upon similar committees operating in the Lincoln County (Oregon) School District; and

WHEREAS, The Board of Education, having benefited from the experience of the committees this year, is desirous of improving upon and furthering the efforts of the committees in anticipation of approving the Fiscal Year 1998 budget; and

WHEREAS, The mission and charge for the budget review committees, as well as the process to be followed, should be clearly enunciated and made known to those desiring to serve on these committees; now therefore be it

Resolved, That the Board of Education adopts the following charter for the budget review committees:

CHARTER FOR BOARD BUDGET REVIEW COMMITTEES

ARTICLE I. MISSION. The Montgomery County Board of Education (the Board) hereby establishes budget review committees--comprised of parents, students, representatives of businesses and community organizations, and staff--to review and analyze in-depth the current year's operating budget so as to reach informed judgments that will serve as the premise to recommendations to be made to the Board and superintendent as to the following year's operating budget request.

ARTICLE II. NUMBER AND SCOPE. The number of budget review committees and the budget categories or areas to be reviewed by each respective committee shall be determined by the superintendent, in consultation with the Board. Each committee shall be given by the superintendent a specific target for reduction.

ARTICLE III. CHARGE. Each budget review committee, for its respective area of focus, shall identify issues and make recommendations, of both a general and specific nature, on matters that impact on the budget and expenditures. In pursuit of this task, the committees shall identify regulatory or policy restraints that impede achieving maximum

efficiencies and economies, while mindful of extant laws and negotiated agreements, and shall also identify comparative data and measurements from other school districts pertinent to budget issues before the Board. To accomplish this, the committees shall be charged with

- * identifying critical services and programs that should continue to be funded, either at the same or expanded level
- * identifying duplication of effort or services
- * identifying programs or services that should be eliminated or reduced
- * identifying efficiencies and economies that can be achieved in programs or services
- * identifying programs and services that merit being addressed through an inter-agency approach, across agency budgets
- * identifying areas for cost containment and cost shifting (e.g. to employees, parents, users)
- * identifying potential areas for generating revenue (e.g. enterprise funds and fees) within the limit of the law

ARTICLE IV. **BOARD AUTHORITY.** Notwithstanding the foregoing charge, the ultimate responsibility, pursuant to Section 5-101 of the Education Article of the Annotated Code of Maryland, rests with the Board of Education, upon advice of the superintendent, to prepare an annual budget according to categories established in law. Moreover, the Board of Education is vested with the authority to determine areas of critical need that remain underfunded absent additional appropriations. Nothing in this charter shall be read to diminish in any way the statutory and policy-making authority of the Board of Education. These committees are advisory in nature only.

ARTICLE V. **ACCESS TO INFORMATION.** The committees shall have reasonable access to and be provided, upon request of the superintendent's designee, existing documents, studies, reports, and published data pertinent to the issues under consideration. However, undue staff time and resources should not be utilized to create or re-format data. In this regard, the superintendent shall designate a staff liaison for each committee, who shall serve as a conduit for such requests and who shall orient committee members and guide the work of the committee.

ARTICLE VI. **MEMBERSHIP.** The membership of each committee shall be comprised of individuals whose names shall be solicited--from students, parents, community organizations, and businesses--by the superintendent no later than early May of each year. The term of those appointed by the superintendent shall be for one year; provided, however that one who has served previously is eligible to serve again on the same or a different committee. Each committee shall select its chair (or co-chairs) from among its members.

ARTICLE VII. **MEETINGS.** Meetings of the committee shall be upon call of the chair or a majority of its members; provided, however, that the newly-formed committee shall convene for its first meeting in June. Although, by agreement of each committee, meetings may be held during the summer months, during this time MCPS staff supporting each committee shall gather the documents, data, and information initially needed and requested, with a timeline for completing any staff analyses to be guided by the chair, in consultation with committee members.

ARTICLE VIII. **INTERIM REPORT.** Each committee shall develop tentative recommendations to be incorporated into an interim report to be issued no later than September 15. The chairs of each committee shall meet among themselves once tentative recommendations have been reached, in an effort to avoid overlap, duplication, and inconsistency; provided, however, that no committee shall be precluded from making a final recommendation that, in some manner, conflicts with a recommendation emanating from another committee.

ARTICLE IX. **FINAL REPORT.** Each committee shall issue its final written report--comprising recommendations, findings, and analyses--no later than October 31, to be published and disseminated widely by the superintendent to the community-at-large.

ARTICLE X. **MEETING WITH THE BOARD.** The chairs of all committees shall be invited to appear before the Board on an evening set aside for this purpose in January (separate and apart from the formal operating budget hearings), to present their respective recommendations and to engage in a dialogue with Board members.

Mrs. King temporarily left the meeting at this point.

Re: **AN AMENDMENT BY MRS. GORDON TO THE CHARTER AND PROCESS FOR BUDGET REVIEW COMMITTEES (FAILED)**

On motion of Mrs. Gordon and seconded by Mr. Felton to add "in Article I. Mission. at line 3 after in-depth 'all budget categories of'" failed with Dr. Cheung, Mr. Felton, Mrs. Gordon, and Ms. Gutiérrez voting in the affirmative; Mr. Ewing voting in the negative.

RESOLUTION NO. 262-1996 Re: **AN AMENDMENT TO THE CHARTER AND PROCESS FOR BUDGET REVIEW COMMITTEES**

On motion of Mrs. Gordon and seconded by Mr. Felton was adopted unanimously by members present:

Resolved, That the Board of Education eliminate "and the budget categories or areas to be reviewed by each respective committee" in Article II.

Mrs. King rejoined the meeting at this time.

RESOLUTION NO. 263-1996 Re: **AN AMENDMENT TO THE CHARTER AND PROCESS FOR BUDGET REVIEW COMMITTEES**

On motion of Mrs. Gordon and Dr. Cheung, the following resolution was adopted with Dr. Cheung, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez and Mrs. King voting in the affirmative; Mr. Ewing voting in the negative.

Resolved, That the Board of Education amend Article I to include the following resolution adopted by the Board of Education on February 13, 1996:

Resolved, That the Board of Education establish Budget Review Committees to begin work on the FY 1998 budget in sufficient time to allow for the superintendent to include recommendations in his FY 1998 Operating Budget recommendations; and be it further

Resolved, That the committees be established to review all budget categories; and be it further

Resolved, That all data necessary for the review committees to complete their recommendations be made available including individual school and program information.

RESOLUTION NO. 264-1996 Re: **CHARTER AND PROCESS FOR BUDGET REVIEW COMMITTEES**

On motion of Mrs. Gordon and Mrs. King, the following amended resolution was adopted with Dr. Cheung, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez and Mrs. King voting in the affirmative; Mr. Ewing voting in the negative.

Resolved, That the Board of Education adopts the following charter for the budget review committees:

CHARTER FOR BOARD BUDGET REVIEW COMMITTEES

ARTICLE I. **MISSION.** The Montgomery County Board of Education (the Board) hereby establishes budget review committees--comprised of parents, students, representatives of businesses and community organizations, and staff--to review and analyze in-depth the current year's operating budget so as to reach informed judgments that will serve as the premise to recommendations to be made to the Board and superintendent as to the following year's operating budget request. This shall be consistent with the Board's resolution of February 13, 1996, that it be:

Resolved, That the Board of Education establish Budget Review Committees to begin work on the FY 1998 budget in sufficient time to allow for the superintendent to include recommendations in his FY 1998 Operating Budget recommendations; and be it further

Resolved, That the committees be established to review all budget categories; and be it further

Resolved, That all data necessary for the review committees to complete their recommendations be made available including individual school and program information.

ARTICLE II. **NUMBER AND SCOPE.** The number of budget review committees shall be determined by the superintendent, in consultation with the Board. Each committee shall be given by the superintendent a specific target for reduction.

ARTICLE III. **CHARGE.** Each budget review committee, for its respective area of focus, shall identify issues and make recommendations, of both a general and specific nature, on matters that impact on the budget and expenditures. In pursuit of this task, the committees shall identify regulatory or policy restraints that impede achieving maximum efficiencies and economies, while mindful of extant laws and negotiated agreements, and shall also identify comparative data and measurements from other school districts pertinent to budget issues before the Board. To accomplish this, the committees shall be charged with

- * identifying critical services and programs that should continue to be funded, either at the same or expanded level
- * identifying duplication of effort or services
- * identifying programs or services that should be eliminated or reduced
- * identifying efficiencies and economies that can be achieved in programs or services
- * identifying programs and services that merit being addressed through an inter-agency approach, across agency budgets
- * identifying areas for cost containment and cost shifting (e.g. to employees, parents, users)
- * identifying potential areas for generating revenue (e.g. enterprise funds and fees) within the limit of the law

ARTICLE IV. **BOARD AUTHORITY.** Notwithstanding the foregoing charge, the **ultimate responsibility**, pursuant to Section 5-101 of the Education Article of the Annotated Code of Maryland, **rests with the Board of Education**, upon advice of the superintendent, to prepare an annual budget according to categories established in law. Moreover, the Board

of Education is vested with the authority to determine areas of critical need that remain underfunded absent additional appropriations. **Nothing in this charter shall be read to diminish in any way the statutory and policy-making authority of the Board of Education. These committees are advisory in nature only.**

ARTICLE V. **ACCESS TO INFORMATION.** The committees shall have reasonable access to and be provided, upon request of the superintendent's designee, existing documents, studies, reports, and published data pertinent to the issues under consideration. However, undue staff time and resources should not be utilized to create or re-format data. In this regard, the superintendent shall designate a staff liaison for each committee, who shall serve as a conduit for such requests and who shall orient committee members and guide the work of the committee.

ARTICLE VI. **MEMBERSHIP.** The membership of each committee shall be comprised of individuals whose names shall be solicited--from students, parents, community organizations, and businesses--by the superintendent no later than early May of each year. The term of those appointed by the superintendent shall be for one year; provided, however that one who has served previously is eligible to serve again on the same or a different committee. Each committee shall select its chair (or co-chairs) from among its members.

ARTICLE VII. **MEETINGS.** Meetings of the committee shall be upon call of the chair or a majority of its members; provided, however, that the newly-formed committee shall convene for its first meeting in June. Although, by agreement of each committee, meetings may be held during the summer months, during this time MCPS staff supporting each committee shall gather the documents, data, and information initially needed and requested, with a timeline for completing any staff analyses to be guided by the chair, in consultation with committee members.

ARTICLE VIII. **INTERIM REPORT.** Each committee shall develop tentative recommendations to be incorporated into an interim report to be issued no later than September 15. The chairs of each committee shall meet among themselves once tentative recommendations have been reached, in an effort to avoid overlap, duplication, and inconsistency; provided, however, that no committee shall be precluded from making a final recommendation that, in some manner, conflicts with a recommendation emanating from another committee.

ARTICLE IX. **FINAL REPORT.** Each committee shall issue its final written report--comprising recommendations, findings, and analyses--no later than October 31, to be published and disseminated widely by the superintendent to the community-at-large.

ARTICLE X. **MEETING WITH THE BOARD.** The chairs of all committees shall be invited to appear before the Board on an evening set aside for this purpose in January (separate and apart from the formal operating budget hearings), to present their respective recommendations and to engage in a dialogue with Board members.

Mr. McCullough rejoined the meeting at this point.

Re: PRINCIPAL SELECTION PROCESS

Dr. Vance invited the following people to the table: Dr. Phinnize J. Fisher, associate superintendent for the Office of School Administration; Dr. Elfreda W. Massie, associate superintendent for the Office of Personnel Services; and Dr. Benjamin Marlin, director in the Office of School Administration.

Dr. Vance stated that the Board had adopted a resolution for the superintendent to review the principal selection process, and bring recommendations for changes to the Board. As noted in the white paper, staff has reviewed the current school laws of Maryland regarding the appointment of school system personnel and the superintendent's responsibility in these matters as well as the certification requirements prospective principals must meet in order to be considered for the position of principal. A survey of local school systems was conducted to ascertain current principal selection processes. The superintendent has concluded that the process works well and has been used effectively to select principals as well as providing the superintendent with latitude within the process.

Dr. Massie reiterated that the process has evolved over the years using the input from the community, staff, and parents. MCPS' principal selection process is quite inclusive when compared with other school systems. A great deal of information is shared with the Appointments Committee regarding the information from the survey, written comments, former principals, School Administration, and staff who have worked with the candidate. It is difficult to put all information into a paper for the Board giving the reasons for the selection of a candidate. Dr. Massie explained that there is a great deal of outreach to ensure that there is diversity among the candidates who are referred for the positions as well as people on the interview panels.

Dr. Fisher explained that the Office of School Administrators is a field operation or staff working in the field with communities and staff in the selection process.

Dr. Marlin listed the steps in the principal selection process as follows: (1) verify that there is a vacancy; (2) establish a timeline; (3) work with the PTA and cluster presidents; (4) gather characteristics from the community; (5) meet with the school staff and, if appropriate, students; (6) encourage written comments throughout the process; (7) send information to Personnel and Appointments Committee; (8) establish an interview panel;

(9) interview candidate; and (10) select candidate and forward to Appointments Committee for recommendation to the Board of Education.

Dr. Massie continued that after the interview the Office of Personnel Services has the responsibility of gathering all the materials and assuring that the process has run smoothly. The office tallies the scores of the interview panel, compiles a summary grid for the Appointments Committee, reviews the interview form and summarizes the comments, revisits the characteristics, shares any other pertinent information, and based on all the information, makes a decision on the top candidate.

Dr. Vance remarked that it has been his preference that the process be open and receptive to ideas and suggestions. Much of the success of this process is dependent on the quality and diversity of the people in the pool of candidates.

Mrs. Gordon had suggested the principal selection process as an item for discussion and had hoped that there would be recommendations for changes. She has served on interview panels and characteristic gathering exercises, and she found those experiences to be mixed, but in general a frustrating process. She finds the process more frustrating as a Board member than as a community member. The perception is that the school system is going to great lengths to accommodate the wishes of the community, and she finds that troublesome. Whenever a candidate receives overwhelming support and then proves ineffective as a principal, it is because the community was accommodated; however, the community did not have all the information that the system has regarding this candidate. This is something that needs to be reviewed.

Dr. Vance responded that he chairs the Appointments Committee. When that committee is selecting candidates to be interviewed for a principalship, he continues to make it very clear to members of the committee that any candidate agreed upon is appropriate to be interviewed and is eligible for principalship of that school.

Mrs. Gordon commented on the characteristics. At one time, there was a different questionnaire that appeared to be much more thorough with many more choices. The choices on the new form are innocuous. She was not sure the community, or the Board, understands how the comments are used. Dr. Fisher explained that when collecting characteristics with the old document, she heard that the form was too cumbersome and the same questions were repeatedly asked. Personnel Services undertook an extensive process with representatives of the community to redraft that document. Staff summarizes all of the comments to be used at Appointments Committee. It is planned to take notes during the dialogue to supply more information to staff.

Mrs. Gordon hypothesized that if a particular issue or concern replaces the choices on the characteristics document, how is that addressed? Dr. Fisher remarked that a recent issue

is hiring someone with experience in technology or the ability to incorporate Global Access within the school. Therefore, staff would look for someone with those abilities.

Mrs. Gordon asked what happens with that information? Dr. Massie replied that when candidates are discussed, Dr. Fisher shares comments and major issues as well as the characteristics prior to recommending a candidate.

Mr. Felton has observed several selections this past year, and he felt it was important to have all the stakeholders participate. It is an exceptional program to the extent the community participates. His concern is while parents and the community can identify their needs, does the school system know what it needs regarding certain characteristics or qualities? Although the community knows what it wants, there may be some additional qualities or skills that staff knows are needed in the school. How is that folded into the process? Dr. Fisher stated that prior to the interviews or the dialogues, staff takes into consideration the special needs of the school.

Dr. Vance specified that SIMS affords discrete information and performance levels, data from MSPP, MFPAP, CRTs, and the directors share that information along with the school profile. If the community has glossed over or neglected an issue, those become part of the Appointments Committee's discussion when analyzing the candidates.

Mr. Felton asked how new management skills are folded into the system to prepare principals as managers. Dr. Massie responded that the principal training program is undated consistently to prepare and train new and current principals. Mr. Felton speculated about people who have been evaluated and trained but are never selected for a principalship. Dr. Massie stated that those individuals are counseled to ascertain any perceived weaknesses of that person. Most candidates are looking for feedback after an interview where they have not been successful.

Mrs. King commented that the timeline is frustrating from the communities' view point especially when it is in the middle two weeks in August. With community input, the school system has gotten to the point where the community is feeling that they have the power and they are picking the principal for the school. It is very important to make it clear to the community that the school system is seeking suggestions and recommendations. She also questioned if the school system constantly recruits for the promotion pool, and is it adequate at this time? Dr. Massie stated that inside and outside candidates are considered for the promotion pool which was created in the spring. At the present time, the pool has sufficient candidates.

Mrs. King inquired as to how an elementary principal can become a middle school principal. Dr. Massie stated that there is no formal training for this situation. Some elementary schools are comparable to middle schools. When they are selected as a middle school principal, the principal participates in the new principal training.

Mr. Ewing commented on the elements of the process. As a Board member, the school leadership survey has the effect of making everyone look alike. In the absence of some other criteria of how to succeed as a principal in a system, there does not appear to be a set of clearly desired characteristics that represent what the system as a whole thinks makes up the qualifications for a principal. Without that, either the school community's values take over and dictate what success means, or the informal culture of the school system makes an impact on the selection. The Board has some pieces of information, but not the questions and answers or the results of the assessment center. The school system does far more screening and interviewing than other districts. The Board does not know if there are an implicit set of characteristics because there is no explicit set.

Dr. Cheung asserted that the excellence of the school system is reflected in the leadership and selecting those leaders is very important. The school system and Board knows there are outstanding principals within MCPS. Dr. Cheung inquired if exceptional principals are approached to determine the characteristics that make them excellent, and are there unique characteristics for elementary, middle and high school principals? The outstanding principals could share their expertise with other principals as well as apprise administration of the benchmarks for leadership. Dr. Cheung also was interested in the schools within a cluster when the characteristics for a vacancy are developed? Those principals within the cluster must have a feeling for the uniqueness of that school even though the executive staff has expertise in making decision from the available information.

Mr. McCullough thought the process was appropriate but asked if there had been any thought to reconvening the committee a year later to evaluation the process and their ultimate selection. Dr. Massie stated that the principal is evaluated, but the interview panel is a one time committee.

Ms. Gutiérrez noted that there were no recommendations for improving the principal selection process. Based on her experience serving on interview panels that made suggestions for improvements, she asked if there was a mechanism for continuous improvement of the process. To her, it is a very static process. She asked if the list had been expanded to include, for example, technology management or fiscal management skills. Is there a focus on moving away from the homogenization towards what is unique about the character or identifiers? There does not appear to be a place in the process for this to happen. She shared the frustration expressed by her colleagues as well as previous Boards. If the process had some greater flexibility for innovation and improvement, it would serve the school system better. There is no openness for lessons learned or self-review of the process.

Ms. Gutiérrez asked the following questions:

- (1) Does the school system use the evaluation of the individual's past performance?
- (2) Are there minimum qualifications before they become a candidate?
- (3) How is past performance put into the process?

- (4) Is the school system using the possible mentoring of a principal of an assistant principal to develop skills?
- (5) Are people on development assignments to rectify weaknesses?
- (6) Has rotation of principal assignments been considered?
- (7) Is there a mentoring process for current principals who want promotions?
- (8) Has the make-up of the interview panel been looked at?
- (9) What are the predictors of success in the principal selection process?

Dr. Massie responded that even though there may be no major improvements, there have been minor improvements from the quality of the questions to the interviews and the dialogue. The reference forms for the promotion pools have revised questions by adding newer skills as well as experiences. Even though it is not done formally, there are efforts for continuous improvement and feedback. The Board members have brought a number of ideas forward that will be discussed with executive staff.

Dr. Vance commented on the review of the principal selection process and the resolution to bring recommendations for changes to the Board regarding community input, timing of appointments, and administrators prerogatives. Staff looked at twenty-one clusters and the range of diversity and expectations in those clusters. He concluded that the process provides the superintendent with sufficient latitude to continue to manage the process and to bring the best qualified person to the Board for consideration, while at the same time accommodating the varying communities. There have been ideas raised on how an appointment is brought to the Board which will be followed up by staff.

Re: BOARD/SUPERINTENDENT COMMENTS

Dr. Vance acknowledged publicly that Dr. Alan Cheung has been named to serve as a member of the Malcolm Baldrige National Quality Award Board of Examiners. Dr. Cheung will be part of a blue-ribbon panel that will review the eligibility of candidates for the prestigious annual award which recognizes United States companies for business excellence and quality achievement. Ms. Eleanor Shutak, a kindergarten teacher at Wheaton Woods Elementary School, was named one of 18 winners of the 1996 Agnes Meyer Outstanding Teacher Award. Twenty 12th grade students are candidates for the Presidential Scholar Award this year. These candidates represent eight MCPS high schools and account for more than one third of the 57 candidates selected from Maryland schools. One of the arts nominees is a student of Walter Bartman, art teacher at Walt Whitman High School. Mr. Bartman has been a mentor and teacher of seven Presidential Scholars to date. Congratulations to Samuel Biagetti, a 6th grade student at Francis Scott Key Middle School, who represented MCPS so well in the recent Maryland Geography Bee. The BEKS consortium had an outstanding science fair with more than 225 students entered into competition, and members of the science and business communities served as judges and provided awards.

Dr. Cheung shared with the Board that he had just returned from the Far East. Since his last trip eight years ago, there has been a big difference regarding economic growth and interest in education. Education is a priority in the future for the competitive edge. With that, we can develop economic relationship and international relationships to become a global village.

Mr. Ewing also congratulated Ms. Shutak for receiving the Agnes Meyer Outstanding Teacher Award. Dr. Frank Masci received a Community Service Award from Interages for his encouragement and support for students working with the homebound elderly. The Board met with the leadership of the NAACP, and a proposal was made for an analysis of the correlates of student performance, student assignments, and student behavior with family income as well as race. This is a valuable suggestion, and he hoped that there was a way to support the study, possibly through a grant. The Gifted and Talented Policy calls for the development of curriculum guidelines by May 14, and calls for focus on gifted and talented programs in school improvement plans. He was hopeful that the Board would see indications of what is being done in those areas.

Mrs. Gordon congratulated several students who received significant scholarships through the Project Excellence. Several staff and Board members were invited to make presentations at National School Boards Association Conference based on MCPS' demonstrated excellence in science, recruitment and retention of minority employees, and the ESOL program.

Mr. Felton mentioned that the longest running Saturday school in the county is sponsored by Omega Psi Phi Fraternity named the George B. Thomas Learning Center housed at Sherwood High School. He thanked Dr. Mary Helen Smith, Dr. Lucinda Ross Sullivan, and staff for their continuing support of the program.

Ms. Gutiérrez commented that she would be testifying on behalf of the Board to the County Council in support of full funding for the operating budget. She encouraged the public to support the school system in this effort. There is a gap in the requested funds for the operating budget because the maintenance of effort does not include the negotiated salaries increase or inflation. The Board has been very successful in funding for the Capital Budget if the state appropriates the anticipated funding. She represented the NSBA at a press conference speaking against House-adopted immigration bills denying children access to education.

Re: UPDATE ON FUTURE SEARCH CONFERENCE

Mr. Ewing reported that the Subcommittee on Long-range and Strategic Planning met in March and decided to plan for a Future Search Conference on September 19, 20, and 21, 1996, at Lockheed Martin Corp. It is a conference that brings together internal and

external stakeholders to seek common ground and areas of agreement focusing on the past, present, and future action steps.

RESOLUTION NO. 265-1996 Re: **CLOSED SESSION - APRIL 22, 1996**

On recommendation of the superintendent and on motion of Mrs. Gordon 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, April 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 SESSION - MARCH 25, 1996**

On March 13, 1996, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on March 25, 1996, 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 March 25, 1996, from 7:30 to 8:00 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel appointments, facilities matters, and legal issues with its attorney. Board members reviewed and adjudicated BOE Appeals T-1996-1 and 1996-4.

In attendance at part or all of the closed session were: Stephen Abrams, Larry Bowers, Blair Ewing, Reggie Felton, David Fischer, Kathy Gemberling, Bea Gordon, Ana Sol Gutiérrez, Roland Ikheloa, Nancy King, Paula Laboy, George Margolies, Elfreda Massie, Charles McCullough, Glenda Rose, Paul Vance, and Bill Wilder.

RESOLUTION NO. 266-1996 Re: ADEQUATE PUBLIC FACILITIES ORDINANCE

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

Resolved, That the Board of Education schedule time to discuss and the superintendent prepare an assessment of the impact of the Adequate Public Facilities Ordinance, Annual Growth Policy and the results in regard to overcrowding of schools, failure to build schools, and modernization of schools.

**RESOLUTION NO. 267-1996 Re: APPLICATIONS FOR MAGNET PROGRAMS FROM
TAKOMA PARK UNIFICATION STUDENTS**

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

Resolved, That the Board of Education request that the superintendent make a recommendation for Board approval regarding the applications for magnet programs from parents of students in the Prince George's County part of Takoma Park.

RESOLUTION NO. 268-1996 Re: 10TH ANNIVERSARY OF INTERAGES

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

Resolved, That the Board of Education ask the superintendent to develop a resolution recognizing Interages' 10th anniversary.

RESOLUTION NO. 269-1996 Re: MCSMOB'S AFFILIATION WITH MABE

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

Resolved, That the Board of Education schedule time to consider supporting MCSMOB's endeavor to become an affiliate of MABE.

RESOLUTION NO. 270-1996 Re: **EFFECTIVE PARTICIPATION IN THE MARYLAND ASSOCIATION OF BOARDS OF EDUCATION**

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

Resolved, That the Board of Education schedule time to discuss and take possible action as to the Board's effective participation in the Maryland Association of Boards of Education and to consider possible resolutions for proposing at the MABE annual meeting in September to address the manner in which legislative positions are taken.

Re: **NEW BUSINESS**

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

Resolved, That the Board of Education establish parameters for public comments section of the Board's business meetings.

Mrs. Gordon moved and Mr. McCullough seconded the following:

Resolved, That the Board of Education schedule time to discuss its policy on policies.

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

Resolved, That the Board of Education schedule time to take action on the superintendent's responses to the recommendations of the Montgomery County Committee on Hate/Violence.

Re: **ITEMS OF INFORMATION**

1. Items in Process
2. Academic Eligibility for Extracurricular Participation of Special Needs Students
3. Construction Progress Report
4. Monthly Financial Report

RESOLUTION NO. 271-1996 Re: **ADJOURNMENT**

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 adjourn its meeting of April 10, 1996, at 6:30 p.m.

PRESIDENT

SECRETARY

PLV:gr

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