

APPROVED
9-1998

Rockville, Maryland
February 10, 1998

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, February 10, 1998, at 10:00 a.m.

ROLL CALL Present: Mrs. Nancy J. King, President
 in the Chair
 Dr. Alan Cheung
 Mr. Blair G. Ewing
 Mr. Reginald M. Felton
 Mrs. Beatrice B. Gordon
 Ms. Ana Sol Gutiérrez
 Ms. Mona M. Signer
 Ms. Debra Wheat
 Dr. Paul L. Vance, Secretary/Treasurer

Absent: None

() or # indicates student vote does not count. Four votes needed for adoption.

RESOLUTION NO. 49-97 Re: **AGENDA**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Wheat, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its agenda for February 10, 1998.

Re: **TASK FORCE ON EDUCATION FUNDING EQUITY,
ACCOUNTABILITY, AND PARTNERSHIPS**

Mr. Gene Counihan reported on the preliminary report and highlighted the following:

Composition

1. Full Task Force chaired by Gene Counihan
2. Funding Equity Subcommittee chaired by Timothy F. Maloney
3. Accountability Subcommittee chaired by Rosetta Keff Wilson
4. Partnerships Subcommittee chaired by Lawrence A. Shulman
5. Total of 28 members, including members of the House of Delegates, the State Superintendent of Schools, other State and local government officials, and representatives of the education and business communities

Charge

1. Established by Speaker Taylor and Governor Glendening

2. Charged with undertaking a comprehensive review of K-12 education funding to ensure that students throughout Maryland have an equal opportunity for academic success
3. One of the main goals was to determine if inequities or gaps exist in funding programs earmarked for Maryland students believed to be "at risk" of failing in school
4. The task force also was asked to look at Prince George's County's issues.
5. Held 28 meetings, including five public hearings.
6. Report was available on the General Assembly's Web Page.

Guiding Principles

1. **General:** The task force was committed to a statewide perspective in looking at the educational needs of all public school students in Maryland, particularly the needs of at risk students. Any needs of students in one jurisdiction were to be viewed in the context of the needs of students in similar situations in other jurisdictions throughout the State.
2. **Funding Equity:** The task force was committed to addressing the educational needs of students at risk of not achieving their full education potential, and who often require greater resources to achieve the State's high educational standards. Through a targeted approach, the task force would focus on closing the gaps in funding for at-risk students throughout the State.
3. **Accountability:** The task force was strongly committed to program, funding, and personnel accountability. This included holding local governments and local education agencies accountable as the recipients of State funding, closing the gaps that exist in current accountability mechanisms, and assuring non-supplantation of existing funds and maintenance of effort as defined in law and regulation. For newly funded programs, a coordinated approach, using proven strategies or promising practices, together with strong accountability measures targeted to student performance was essential.
4. **Partnerships:** The task force believed that public and private community and family partnerships working together with local schools were essential to learning. The task force was committed to: encouraging innovative programs; identifying and facilitating the establishment of partnerships; and providing incentives and support services, including staff, expertise, and resources to promote them.

Targeted Improvement Program

1. Targeted Improvement Grants were for students living in poverty, based on the number of students receiving free and reduced price meals and local wealth. (\$16.3 million)

2. Limited English Proficiency Grants were increased from \$500 to \$1,350 per LEP student and the current two-year restriction on students receiving LEP funding was repealed. (\$15.3 million)
3. Professional Development grants of \$8,000 were for schools where at least 25% of the students were eligible for free or reduced price meals. Baltimore County received an additional \$5 million to enhance its current teacher mentoring program (\$10.5 million)
4. The Extended Elementary Education Program was expanded by 24 sites statewide and the level of funding was increased for 204.5 existing sites. (\$4.4 million)
5. Local school systems were required to develop comprehensive plans to integrate funding and programs for at-risk students.

Aging Schools

1. A Supplemental Aging School Program was established. (\$6 million)
2. The funds can be used for systemic renovations not eligible for school construction funding and will be distributed based on an LEA's percentage of pre-1960 school facilities

School Construction

1. The task force endorsed \$200 million for school construction in FY 1999, which is:
 1. an increase of \$59 million in PayGo funds; and
 2. an amount supported by the Governor, House of Delegates leadership, and the county executives.

Prince George's County Issues

1. It is the largest school system in the State, with over 40% of its students approved for free and reduced price lunches
2. Since the beginning of the Maryland School Performance Assessment Program, Prince George's schools have consistently ranked near the bottom.
3. The County and school system have asked a federal court to modify its 25-year-old court-ordered desegregation remedies.

Prince George's County Recommendations:

1. Redirect \$14.1 million in State funding currently earmarked for magnet schools to support research-proven intervention strategies in the county, and provide an additional \$2 million in State funds for magnet and other effective schools.
2. Provide \$1 million in new State funds for a pilot integrated student support services program and \$3 million to assist provisional teachers in becoming fully certified and to establish teacher mentoring programs.

3. Conduct a performance audit of the Prince Georges County Public School System, with the scope determined by a jointly appointed Management Oversight Panel.
4. Funding and accountability issues cannot be separated; any new funding commitments should be accompanied by appropriate accountability measures.

Teacher Issues

1. The Maryland State Department of Education (MSDE) should move forward with regulatory proposals to address provisional teacher certification, including establishing a statewide comprehensive program to address the large number of teachers with provisional certification.
2. The State Scholarship Administration should evaluate reestablishing the tuition scholarship program for candidates to become teachers in Maryland public schools.
3. MSDE should convene a study group to examine the process of evaluating professionally certificated personnel and the feasibility of linking the performance of principals to the performance of their schools and the performance of teachers to the performance of their students.

Maryland School Performance Program (MSPP)

1. The task force recommended continued support and adequate funding for MSPP.
2. MSDE should seek assurances from every local school system to ensure they are taking action to improve low performing schools.
3. MSDE should expand regulations to require local school systems to use MSPP data to guide school level change in school improvement plans.
4. Local school systems should be required to report the overall system's report card to its students' parents.
5. All schools, not just reconstitution eligible schools, should evaluate their school improvement plans on an annual basis.

Partnerships should:

1. Use private-sector expertise to evaluate local school systems= administrative, logistical, and planning processes.
2. Encourage each local school system to identify a corporate education specialist or partnership coordinator.
3. Encourage private-sector employees to work as teaching assistants.
4. Produce a ten-year technology plan and workforce assessment of the skills needed by high school graduates to succeed in the workplace of the future.
5. Establish a web page of private-sector continuing education programs available at no cost to teachers and school administrators.
6. Establish an annual statewide forum for educators and business leaders to showcase ideas for developing partnerships.
7. Enhance the role of the Teacher of the Year by providing statewide speaking opportunities and having the selected

individual serve as a resource at MSDE for one year following the award.

8. Support legislation amending the Workers' Compensation Act to apply to students who engage in unpaid learning experiences.

Legislation Requirements

1. Legislation drafted to codify the TIP proposals should include maintenance of effort and nonsupplantation language.
2. Legislation implementing TIP and the supplemental Aging Schools Program should sunset after June 30, 2002.

Legislative Proposal

1. At a press conference on January 12, 1998, the Speaker of the House of Delegates and the Governor announced details of their legislative proposal (HB 1): School Accountability Funding for Excellence (SAFE).
2. Largely adopts the recommendations of the task force with a few modifications:
 1. \$3 million in additional funds for Maryland's public school libraries;
 2. \$1 million statewide competitive EEEP grants were distributed to local jurisdictions on a proportional basis; and
 3. Of the \$3 million recommended for teacher development, \$2.5 million was allocated to Prince George's County and \$500,000 was allocated for statewide distribution.

Re: DISCUSSION

Ms. Gutiérrez pointed out that the focus was to serve at-risk students. She asked if there was a definition that was used by the task force. Mr. Counihan replied that Dr. Grasmick targeted three different populations: Extended Elementary Education Program (EEEP), English Speakers of Other Languages (ESOL), and students eligible for free and reduced meals (FARMS). If there were any group of at-risk students had been overlooked, it would be special education students.

Ms. Gutiérrez asked, if since the at-risk definition was based on poverty, could any of the money be used for class size reduction. Mr. Counihan would not advise the school system to do that without State approval.

Ms. Signer noted that throughout the deliberations of the task force, there was discussion about a supplantation clause and the extent to which, if at all, these funds could be used to supplant existing school funds. Mr. Counihan replied that with any new funds the intent of the task force was accountability measures tied to those funds. Funds targeted for at-risk students, as defined, could be moved within categories of at-risk programs. It was intended that school systems not divert the funds.

Ms. Signer meant supplantation within the school system's budget. For example, could the \$7 million in new state funds for Limited English Proficiency (LEP) students be used to

supplant county LEP money. Mr. Counihan replied that the language states that school systems do not have to spend all the money on LEP students if \$1,300 per student already was being spent. After meeting that threshold, money could be spent to meet the needs of other at-risk students. However, it could not be used for programs targeted for the general school population. Ms. Signer asked if that language would be sustained in the statute, and Mr. Counihan expected that the language would remain unchanged.

Mr. Felton asked if the school systems were to identify new and innovative approaches to dealing with this population, would there be any objection to realigning funds. Mr. Counihan believed that there would be flexibility in the plan, subject to MSDE review and approval.

RESOLUTION NO. 50-98 Re: ITEM OF LEGISLATION

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

Resolved, That the Board of Education strongly support House Bill (HB) 1/Senate Bill (SB) 171, School Accountability Funding for Excellence, which would provide additional education funding for six programs targeted for at-risk students for the next four fiscal years.

RESOLUTION NO. 51-98 Re: ITEM OF LEGISLATION

On recommendation of the Superintendent and on motion of Dr. Cheung seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education strongly support House Bill (HB) 153, Education, Funding, Average Daily Attendance, which would alter the basic current expense formula (APEX) by basing the enrollment factor used in calculating state aid on the average daily attendance (ADA) rate in the most recent Maryland School Performance Report.

RESOLUTION NO. 52-98 Re: ITEM OF LEGISLATION

On recommendation of the Superintendent and on motion of Mr. Ewing seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education support House Bill (HB) 222, County Boards of Education, Professional Employees, Social Security Tax, which would require state funding of social security payments for professional employees of county boards of education.

RESOLUTION NO. 53-98 Re: ITEM OF LEGISLATION

On recommendation of the Superintendent and on motion of Ms. Gutiérrez seconded by Mr. Ewing, the following resolution was adopted unanimously:

Resolved, That the Board of Education support House Bill (HB) 209, State Aid for Public Education, Schools for Success, Extension of Sunset, which would extend the current legislation authorizing funding for Challenge Schools for three more years.

RESOLUTION NO. 54-98 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support House Bill (HB) 72, Criminal Procedure, Restitution, Bomb Threats, which would add local boards of education to the list of government agencies that may be recipients of restitution for losses resulting from bomb threats or detonation of a destructive device.

RESOLUTION NO. 55-98 Re: **ITEM OF LEGISLATION**

On recommendation of the Superintendent and on motion of Mrs. Gordon seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education support Senate Bill (SB) 100, Criminal Procedures, Bombs, Suspension of Drivers License or Restitution, Juvenile Court Jurisdiction, which would increase penalties if a person were convicted for bomb threats or other actions related to placement or possession of destructive devices. Juveniles 16 years or over would be waived to adult court.

RESOLUTION NO. 56-98 Re: **ITEM OF LEGISLATION**

On recommendation of the Superintendent and on motion of Mrs. Gordon seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education support Senate Bill (SB) 101/House Bill (HB) 219, Criminal Procedure, Bombs, Suspension of Driving Privileges and Restitution, which would require 14 year olds committing bomb-related crimes to be waived to adult court.

RESOLUTION NO. 57-98 Re: **ITEM OF LEGISLATION**

On recommendation of the Superintendent and on motion of Ms. Gutiérrez seconded by Mr. Ewing, the following resolution was adopted unanimously:

Resolved, That the Board of Education strongly support House Bill (HB) 97/ Senate Bill (SB) 85, Maryland Children's Health Program, which would expand health care provisions of the state Health Choice program to include persons up to 19 years old; and be it further

Resolved, That the Board of Education strongly support House Bill (HB) 4, Children and Families First Health Care Act of 1998, which would extend health care coverage to uninsured children under 19 from families with income up to 185% of the federal poverty level. The methodology for implementing the program differs from the previously listed bill.

RESOLUTION NO. 58-98 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support House Bill (HB) 243, Program for Targeted Incentive Grants for Family Supported Early Childhood Education, Establishment, which would establish a \$6 million targeted competitive grant program to initiate or expand early childhood education programs for low income families with children from birth to age six.

RESOLUTION NO. 59-98 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support House Bill (HB) 363 (MC818-98), Montgomery County, Board of Education, Capital Improvements Program, which would establish a biennial capital improvements program process in Montgomery County, authorizing the County Council to amend an approved capital improvements program at any time by an affirmative vote of six Council members.

RESOLUTION NO. 60-98 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education oppose House Bill (HB) 162, Education, Replacement of Maryland Criterion-Referenced Tests, which would replace the Maryland School Performance Assessment Program (MSPAP) with a national norm-referenced test.

RESOLUTION NO. 61-98 Re: **ITEM OF LEGISLATION**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education strongly oppose Senate Bill (SB) 236/House Bill (HB) 443, English Language, Formal Recognition, which would recognize English as the official language of government in Maryland.

RESOLUTION NO. 62-98 Re: **ITEM OF LEGISLATION**

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

Resolved, That the Board of Education support (if not amended) House Bill (HB) 286, Public Schools, Integrated Pest Management, which would require all county boards of education to implement an Integrated Pest Management (IPM) system based on standards established by the Department of Agriculture.

RESOLUTION NO. 63-98 Re: **ITEM OF LEGISLATION**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Gutiérrez, the following resolution was adopted unanimously:

Resolved, That the Board of Education support House Bill (HB) 177, Workers Compensation, Students in Unpaid Work-Based Learning Experiences, which would define a student who has been placed in an unpaid work-based learning experience coordinated by a county board of education as a covered employee for purposes of workers compensation.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Vance reported that President Clinton and British Prime Minister Blair had visited Montgomery Blair High School on February 5, 1998. This was a very special event for all of MCPS, and the students were a great source of pride.

Mrs. Gordon reported that she had attended the National School Boards Association (NSBA) Leadership Conference, and Montgomery County was well represented: (1) the Montgomery Blair High School Jazz Band provided entertainment; (2) representatives from John Poole Middle School and Damascus High School held a session on technology; (3) the Maryland Virtual High School with students from Winston Churchill and Watkins Mill high schools led a session on technology; and (4) the Global Access program was showcased as a model for school board members throughout the nation. She attended both workshops and board members from other states commented on the

MCPS programs, how well prepared MCPS students were, and how well they represented MCPS.

Mr. Felton noted that (1) a workshop was held by the African-American Parent Consortium, and he praised the outstanding participation of Barron Stroud on the Summer Search program; and (2) Paint Branch High School held their first induction into the mentoring program this past Saturday.

Ms. Wheat reported that she had been speaking to 5th graders about the student board member position and their upcoming vote. The students have asked many good questions and are excited about voting to select the next student Board member.

Ms. Gutiérrez mentioned that she had the honor of attending an announcement at the White House from Vice President Gore on the budget initiatives targeting prevention for Hispanic student dropouts. Ms. Gutiérrez asked for a copy of the grant application made by MCPS for funds under the Telecommunications Act of 1996.

Mr. Ewing had several comments:

1. Dr. Vance would have the long-range and Strategic Plan by March 1, 1998, and his recommendations. A meeting of the subcommittee was planned after March 4.
2. The Board had a discussion on its role in curriculum development. That discussion grew out of the issue of approval for special programs and curricula. One thing that was evident and should be included in any future discussions by the Board, was the administrative regulation that provides procedures for establishing and evaluating special programs. The Board resolution establishing the regulations was adopted in 1984. Mrs. Gordon's comment was true that the school system was inconsistent in its approval of special programs. Also, that approval was inconsistent with Board policy. He asked that those two documents be made available the next time the Board discussed its role in curriculum development.
3. He mentioned the memorandum from the Superintendent on standards that have been developed for gifted and talented programs. On the whole, those standards were promising. For example, the objective in math was to establish a rate of progress of 1 **2** years of math per year, completing the entire K-8 math curriculum at the end of 5th grade. The reading/language arts standards are modeled on the standards developed by the National Center on Education and the Economy and are much better than previous drafts. The science drafts were a great improvement, and the social studies standards were missing altogether. He hoped that the Board could find

time in its calendar to review the status of curriculum development.

Mrs. King gave special kudos to Goshen Elementary School. She was part of their reading celebration with the Governor. The students were very excited about reading and had read over 90% of their books within a very short period of time. Also, she commented on being on the stage with President Clinton and Prime Minister Blair, and it was a thrilling experience for her with all of the protocol and Secret Service. She was proud of the students and especially proud of the two young ladies who introduced the President and Prime Minister.

Re: FINAL ACTION ON POLICY IAA: CHARACTER EDUCATION

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the following resolution was placed on the table:

WHEREAS, In January 1982, the Board of Education adopted a policy on values education (IAA) endorsing the character and citizenship objectives articulated by the Maryland General Assembly's *Values in Education Commission*; and

WHEREAS, On November 13, 1990, and April 27, 1992, the Board of Education engaged in discussions about teaching moral and ethical values; and

WHEREAS, On May 14, 1996, the Board of Education resolved to develop and adopt a policy designed to promote character and values education; and

WHEREAS, On October 28, 1996, the Board of Education received a policy analysis on character education and asked the Superintendent to revise the existing policy; and

WHEREAS, On October 7, 1997, the Board of Education held a discussion and tentatively adopted the revised policy on character education and distributed it for public comment; now therefore be it

Resolved, That the Board of Education take final action to amend Policy IAA: *Character Education*.

Re: DISCUSSION

Mr. Felton referred to the Superintendent's recommendation to include the word *teach*. He thought that created a different meaning, but he would defer to his colleagues. In an

attempt to define the policy, it was his personal preference to let the local schools address what they view as the issues since this policy should establish fluid programs based on the needs of that school.

Mr. Ewing thought that teaching was the most important element in the policy, and he strongly supported that addition. In his view, teaching was a fundamental ethic and moral enterprise. The school system entrusts children to the leadership of teachers whose job is to help students become successful citizens in a democratic society where choices are made, and choice is often an ethical or moral decision. Large segments of the school day are occupied with issues that have moral and ethical implications. With respect to the list in the second bullet, Mr. Ewing thought some of those things listed were problematic because they were not always aimed at character development; for example, caring has many meanings. He would replace A caring@ with A consideration for others@ and add A integrity@ to the list.

Mrs. Gordon agreed with Mr. Ewing's comments since the mission of school system is to teach about many things. The word A model@ was a strong addition because this policy was not only for students, but would govern the behavior of everyone involved with MCPS. There needs to be a clear statement that the Board expects everyone to teach and to model appropriate behavior. She had no problems with any of the suggestions made by the Superintendent.

Ms. Signer had no problems with the modifications suggested by the Superintendent or the suggestion to use the words A consideration for others@ and A integrity.@ What was crucial to her in the policy was that the Board not modify the policy to require the implementation of a specific character education program. For the policy to be successful, programs should be created and nurtured at the local school. Each school should determine the model that best suits its community, and the policy before the Board did that.

Dr. Cheung supported all the recommendations of the Superintendent, and he agreed with Mr. Ewing and Mrs. Gordon that character education must be incorporated in the school culture and reflected in the activities of the students and staff. The Character Counts Coalition describes caring through kindness, compassion, and empathy.

Mr. Felton spoke to the issue of A teach@ because the Board was focusing on a learning environment. There should be clarification to understand that focus.

Ms. Wheat supported the message and the outcomes of the policy. She thought it would change the attitude of the schools if it is developed at each school with the involvement of everyone.

Mrs. King thought the Aattitude@ was developed within the school community. She believed that it has to be the community, administration, teachers, and students buying into the excitement of a program.

Mr. Ewing commented on Aethical decision-making abilities@ which goes to the use of knowledge. The acquisition of knowledge is a moral and ethical process, but ethical decision making has to do with the application of that knowledge.

RESOLUTION NO. 64-98

Re: **AN AMENDMENT TO THE FINAL ACTION ON POLICY
IAA: CHARACTER EDUCATION**

On recommendation of the Superintendent and on motion of Dr. Cheung seconded by Ms. Signer with a friendly amendment by Mr. Ewing, the following resolution was adopted unanimously:

Resolved, That the Board of Education adopt the following recommendations of the Superintendent:

Change the sentence beginning on Line 7 to read: It is a major purpose of public education to **teach, model, and** encourage in every possible way the development of good character in every child.

Change the sentence beginning on Line 10 to read: To reaffirm the Board of Education's commitment to the ideals of good character and citizenship through character education, **which shall include, but not be limited to, the following: caring, citizenship, fairness, hard work, honesty, respect, responsibility, and trustworthiness.**

Change the sentence beginning on Line 33 to read: Clear expectations, personal **management** of behavior and responsibility, a supportive environment, and pride in complying with the norms of the community **help** shape behavior.

Change the sentence beginning on Line 37 to read: Families, schools, and communities have a profound influence on character, ethics, and values in both direct and indirect ways, and school communities have a responsibility to **teach**, demonstrate, and promote ethical behavior.

Change the sentence beginning on Line 45 to read: The Board of Education expects staff, students, families, and the greater community to engage in a

deliberative process to determine the **additional** specific character education components that reflect their unique school/**cluster** community.

Change the sentence beginning on Line 49 to read: School communities shall be maintained in which positive behavior is **practiced, demonstrated,** modeled, and reinforced within an environment of mutual respect and dignity.

Move C.4., Lines 57-60 to C., Lines 47-48.

Change the sentence beginning on Line 70 to read: Families, schools, and communities work in partnership to model and develop qualities of good character **and ethical decision-making abilities.**

Change the sentence beginning on Line 85 to read: Staff members are expected to model good character and citizenship **and ethical decision making;**

and be it further

Resolved, That the Board of Education add to the list of characteristics wherever they are mentioned by including Acaring and consideration for others@and Aintegrity.@

RESOLUTION NO. 65-98

Re: FINAL ACTION ON POLICY IAA: CHARACTER EDUCATION

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the following resolution was adopted unanimously, as amended:

WHEREAS, In January 1982, the Board of Education adopted a policy on values education (IAA) endorsing the character and citizenship objectives articulated by the Maryland General Assembly's *Values in Education Commission*; and

WHEREAS, On November 13, 1990, and April 27, 1992, the Board of Education engaged in discussions about teaching moral and ethical values; and

WHEREAS, On May 14, 1996, the Board of Education resolved to develop and adopt a policy designed to promote character and values education; and

WHEREAS, On October 28, 1996, the Board of Education received a policy analysis on character education and asked the Superintendent to revise the existing policy; and

WHEREAS, On October 7, 1997, the Board of Education held a discussion and tentatively adopted the revised policy on character education and distributed it for public comment; now therefore be it

Resolved, That the Board of Education take final action on Policy IAA: *Character Education*, as amended.

Character Education

The Board of Education believes that every child's character is molded by influences starting with the child's family, and including all the other institutions that affect the child's life. It is a major purpose of public education to teach, model, and encourage in every possible way the development of good character in every child.

A. PURPOSE

1. To reaffirm the Board of Education's commitment to the ideals of good character and citizenship through character education, which shall include, but not be limited to the following: caring and consideration for others, citizenship, fairness, hard work, honesty, respect, responsibility, trustworthiness, and integrity.
2. To ensure that character education programs address the unique needs of the individual school communities through the collaboration of staff, students, parents, and the greater school community
3. To continue to foster a safe, supportive, and academically challenging environment for all students by providing skills for personal interaction based on living in and contributing to a democratic society

B. ISSUE

The Montgomery County Public Schools values the right of every child to a quality education. The Board of Education recognizes that a quality education includes a fundamental expectation that schools provide an environment that encourages the development of a strong moral anchor in truth, responsibility, and justice. American public education has historically viewed character development as a foundation of the major mission of successful teaching and learning. Values and character are formed by the social environments of homes, schools, and communities. Clear expectations, personal management of behavior and responsibility, a supportive environment, and pride in complying with the norms of the community help shape behavior.

Families, schools, and communities have a profound influence on character, ethics, and values in both direct and indirect ways, and school communities have a responsibility to teach, demonstrate, and promote ethical behavior. All stakeholders in the educational process must work in partnership to ensure the successful development of the citizens of future generations.

C. POSITION

1. Character education shall include but not be limited to the following: caring and consideration for others, citizenship, fairness, hard work, honesty, respect, responsibility, trustworthiness, and integrity.
2. The Board of Education expects staff, students, families, and the greater community to engage in a deliberative process to determine the additional specific character education components that reflect their unique school/cluster community.
3. School communities shall be maintained in which positive behavior is practiced, demonstrated, modeled, and reinforced within an environment of mutual respect and dignity.
4. The Montgomery County Public Schools *Program of Studies* shall provide opportunities for the integration of character education throughout the curricula.

D. DESIRED OUTCOMES

1. Character education is a foundation of the schools= major mission of successful teaching and learning.
2. Students are prepared to live and contribute as citizens in a democratic society.
3. Families, schools, and communities work in partnership to model and develop qualities of good character and ethical decision-making abilities.

E. IMPLEMENTATION STRATEGIES

1. Schools will continue to provide opportunities for students to demonstrate and practice good character.
2. Every school shall have a program to support efforts to build good character.

3. The process of integrating character education in school-wide programs will include the involvement of students, staff, families, and the greater school community.
4. Student expectations are articulated in Policy JFA: *Student Rights and Responsibilities*.
5. Staff members are expected to model good character and citizenship and ethical decision making.
6. The Superintendent shall recommend any changes to the *Program of Studies* that may be necessary to include character education objectives in the instructional program.
7. Regulations to implement this policy will be developed, as necessary.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

RESOLUTION NO. 66-98 Re: CONTRACTS FOR MORE THAN \$25,000

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the following resolution was adopted unanimously: #

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:

113-95 HVAC Service Contract - Extension

Awardees

AAF-McQuay, Inc.	2,066
Boland Trane Services	18,038
Carrier Building Systems and Service	<u>10,466</u>
Total	\$ 30,570

37-96 Scanner Forms and Scanning Machines - Extension

Awardee

National Computer Systems, Inc.	\$ 102,944
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79-96 Office/Reception and Dining Area Furniture for New and Modernized Schools - Extension

Awardee

Douron, Inc.	350,000 *
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87-96 School Bus Glass Replacement - Extension

Awardee

Banner Glass, Inc.	\$ 35,000
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91-97 Automotive Shop Equipment Repair, Service and Parts - Extension

Awardees

Auto-Hydraulics Company	\$ 27,000
McCall Handling Company	2,500
Myco, Inc.	<u>10,500</u>
Total	\$ 40,000

96-97 Air Filters - Extension

Awardee

Air-Tech Products, Inc.	\$ 112,618 *
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229-97 Paperback/Prebound Paperback Books - Extension

Awardee

Perfection Learning Corporation	\$ 350,000
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232-97 Telecommunications, Broadband, and Network Wiring for the Office of Global Access Technology and New and Modernized Schools - Extension

Awardees

American Communications Company	
Bell Atlantic Network Integration, Inc.	
CAM Communications, Inc.	*
M.C. Dean, Inc.	
Fiber Plus, Inc.	
Johnson Controls NIS	
Netcom Technologies, Inc.	
Stansbury/Decker	
Total	\$1,500,000

7002 Processed Cheese

Awardee

Carroll County Foods	\$ 52,108
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7018 Envelopes

Awardees

Integrity School Supplies	\$ 13,509	*
Frank Parsons Paper Company, Inc.	6,526	
Pyramid School Products	18,930	
Resourcenet International	6,467	
Unisource	<u>7,885</u>	
Total	\$ 53,317	

7019 Microscopes for Elementary and Secondary Schools

Awardees

Associated Microscope, Inc.	\$ 1,900	
Benz Microscope Optics Center	1,370	
Dominion Microscope, Inc.	2,275	
Fisher Scientific Company	6,879	
Parco Scientific Company	21,220	*
Robert Wagemann	2,810	
Sargent Welch Scientific Company	4,170	
Trend Sales	3,616	

Universal Scientific Instruments
Total

6,580
\$ 50,820

7021 Office and School Supplies

Awardees

BC Lucas Binders	\$ 16,308
Boise Cascade Office Products	41,082
Gaylord Brothers, Inc.	388
Interstate Office Supply Company	12,638 *
Leimkuhler Office Products Company	3,669
Logans Marketing	8,319 *
National School Supply	210,983
Paper People	6,215
Printing Technology, Inc.	29,856
Pyramid School Products	69,484
Standard Stationery Supply Company	36,852
Staples Business Advantage	195,662
Windtree Enterprises, Inc.	<u>726</u>
Total	\$ 632,182

7027 Elementary Microscopes, Portable Laboratories

Awardees

NASCO	\$ 41,950
Parco Scientific Company	128,570 *
Valiant International Multimedia Company	<u>4,260</u>
Total	\$ 174,780

MORE THAN \$25,000 \$3,484,339

* Denotes MFD vendors

RESOLUTION NO. 67-98 Re: AWARD OF CONTRACTS - TAKOMA PARK MIDDLE SCHOOL

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Signer, the following resolution was adopted unanimously: #

On August 25, 1997, the Board of Education authorized staff to utilize a construction management process for the Takoma Park Middle School project. The primary reason for utilizing this method was to compare its cost and other benefits to a traditional general contract.

The construction bids shown below represent the seventh in a series of subcontracts that would be bid for the project.

WHEREAS, The following sealed bids were received for subcontract work for the Takoma Park Middle School project:

<u>Low Bids</u>	<u>Amount</u>
<u>Caulking & Sealant/Waterproofing</u>	
Caulking Applicators, Inc.	\$ 87,532
<u>Chalkboards/Tackboards/Projection Screens</u>	
Steel Products, Inc.	69,800
<u>Construction Materials Testing and Inspection Services</u>	
Specialized Engineering	22,879
<u>Drywall/E.I.F.S./Acoustic Panels and Ceiling</u>	
Finishes, Inc.	565,800
<u>Gym Bleachers</u>	
Modern Door and Equipment Sales, Inc.	35,292
<u>Landscaping</u>	
Capitol City Contractors	38,500
<u>Operable Walls</u>	
Modern Door and Equipment Sales, Inc.	44,371
<u>PE/Gym Equipment</u>	
Modern Door and Equipment Sales, Inc.	66,412
<u>Resinous Flooring</u>	
Durex Coverings, Inc.	72,600
<u>Shades/Window Treatments</u>	
Sun Control Systems	12,897
<u>Stage & Cyclorama Curtains</u>	
C&C Designers, Inc.	14,150
<u>Wood Floors</u>	
Royalwood Associates, Inc.	<u>97,287</u>
Total	\$1,127,520

and

WHEREAS, The current aggregate minority business participation for the subcontracts bid to date was 28 percent; and

WHEREAS, These companies have completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The bids were within the consultant-s estimate; now therefore be it

Resolved, That contracts be awarded for the above-referenced subcontractors meeting specifications for the Takoma Park Middle School project for the bids and amounts listed in accordance with plans and specifications prepared by Grimm and Parker, P.C.

RESOLUTION NO. 68-98 Re: ACCEPTANCE OF KINGSVIEW MIDDLE SCHOOL

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Signer, the following resolution was adopted unanimously: #

WHEREAS, Kingsview Middle School was duly inspected on January 9, 1998; now therefore be it

Resolved, That Kingsview Middle School now be formally accepted; and be it further

Resolved, That the official date of completion be established as that date upon which formal notice was received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 69-98 Re: CHANGE ORDERS OVER \$25,000 - MONTGOMERY BLAIR HIGH SCHOOL

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Signer, the following resolution was adopted unanimously: #

WHEREAS, The Department of Facilities Management has received change order proposals from various contractors that exceed \$25,000; and

WHEREAS, Staff and the project architect have reviewed these change orders and found them to be cost effective; now therefore be it

Resolved, That the Board of Education approve the following change orders for the amounts indicated:

Change Order #1

Description: The wall finish in the main street elevator and dining room requires modification to use a more durable impact-resistant material.

Contractor: Precision Wall Tech, Inc.

Amount: \$33,737

Change Order #2

Description: The structural steel for certain framing components requires modification to correct minor variations in the building layout.

Contractor: Southern Iron Works

Amount: \$31,400

RESOLUTION NO. 70-98

Re: AWARD OF CONTRACT FOR MAINTENANCE PROJECT AT
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On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Signer, the following resolution was adopted unanimously: #

WHEREAS, The following sealed bids were received on December 10, 1997, in accordance with Montgomery County Public Schools (MCPS) procurement practices, for console heat pumps replacement at Neelsville Middle School, with work to begin on February 11, 1998, and be completed by August 28, 1998:

<u>Bidder</u>	<u>Amount</u>
1. Adrian L. Merton, Inc.	\$319,621
2. MIC/CO	338,996
3. Shapiro & Duncan, Inc.	343,343

4. Calvert Mechanical, Inc.	347,222
5. Madison Mechanical, Inc.	348,318
6. Beardsley Heating & Air Conditioning	357,407
7. Interstate Services, Inc.	368,336
8. American Mechanical Services, Inc.	370,751
9. Tyler Mechanical Contracting, Inc.	394,900

and

WHEREAS, The low bid was below staff estimates, and Adrian L. Merton, Inc., has completed similar work successfully for MCPS; and

WHEREAS, This project was partially funded by the state of Maryland, and Adrian L. Merton, Inc., which was not a Minority Business Enterprise, has submitted a Request For Exception to the Maryland state requirement of 14 percent Minority Business Enterprise participation, based on the fact that all labor and equipment would be sole source; and

WHEREAS, MCPS staff has verified that 32 percent of the employees of this firm, who would participate in the execution of this project, were minorities; now therefore be it

Resolved, That a contract for \$319,621 be awarded to Adrian L. Merton, Inc., for the console heat pumps replacement at Neelsville Middle School.

Re: DISCUSSION ON THE FY 1998 CAPITAL BUDGET
SUPPLEMENTAL APPROPRIATION

Mr. Ewing asked about additional furniture and equipment money for the Montgomery Blair High School replacement facility. People in the community believed that \$3 million was needed. How did the Superintendent arrive at a figure of \$550,000? Mr. Bowers replied that the amount in the resolution increases the amount for furniture and equipment to \$3 million. One of the issues was replacing all of the furniture and equipment for the high school in order to leave the furniture and equipment for the new elementary and middle schools. However, a percentage of the technology equipment will be moved to the new high school.

Before the Board goes before the County Council for a discussion of the CIP, Mrs. Gordon asked for historical information on the following: (1) how many CIP projects had been reduced; (2) how many supplementals had been requested; (3) how many supplementals had been approved; and (4) whether the supplementals were for the full amount of the reduction or some other amount.

Ms. Signer asked the Superintendent to provide the following information on the procurement process and the bid list: (1) how the bid list is put together; (2) what is the

comparison with the open market; and (3) what opportunity does the local school have to purchase the equipment at a lower cost.

Ms. Gutiérrez urged the Board to support the request for the Kingsley Wilderness Center. Staff had negotiated an access road to the site without disruption to the program. It was important to support the Superintendent's recommendation and discuss with the Council the importance of this location and program.

RESOLUTION NO. 71-98 Re: **FY 1998 CAPITAL BUDGET SUPPLEMENTAL APPROPRIATION**

On recommendation of the Superintendent and on motion of Mr. Felton seconded by Ms. Signer, the following resolution was adopted unanimously: #

WHEREAS, The requested FY 1999 Capital Budget and FY 1999-2004 Capital Improvements Program included three projects for which the final scope, timing, and cost have been substantially revised by a completed feasibility study; and

WHEREAS, These projects were HVAC Facility Air Conditioning Equity (FACE), Kingsley Wilderness Center, and Improved (Safe) Access to Schools; and

WHEREAS, Restoration of partial funding was necessary to complete equipping the auditorium and equitably furnish and equip the classrooms at Montgomery Blair High School; and

WHEREAS, The updated information and rationale for the requested supplemental appropriation were included in the attached memorandum; now therefore be it

Resolved, That the Board of Education request an amendment to its FY 1998 Capital Budget and the FY 1997-2002 Capital Improvements Program for the following projects:

<u>Project</u>	<u>Amount</u>
HVAC Facility Air Conditioning Equity (FACE)	\$900,000
Kingsley Wilderness Center	\$270,000
Improved Safe Access to Schools	

(Burtonsville Elementary) \$1,700,000

Montgomery Blair High School \$900,000

and be it further

Resolved, That the county executive recommend approval of this amendment to the County Council; and be it further

Resolved, That the county executive and County Council fund the road project in a way that does not reduce funds for school construction.

RESOLUTION NO. 72-98

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE MIDDLE SCHOOL STUDENT SERVICE LEARNING TRAINING PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Project Funds a grant award of \$10,080 from the Maryland State Department of Education for the Middle School Student Service Learning Training Program in the following categories:

<u>Category</u>	<u>Amount</u>
3 Instructional Salaries	\$ 2,428
4 Textbooks and Instructional Supplies	778
5 Other Instructional Costs	6,680
12 Fixed Charges	<u>194</u>
Total	<u>\$10,080</u>

and be it further

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

RESOLUTION NO. 73-98

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE DELINQUENT AND AT-RISK YOUTH PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$32,405 from the U.S. Department of Education, under Title I programs, via the Maryland State Department of Education for the Delinquent and At-Risk Youth Program in the following categories:

<u>Category</u>	<u>Amount</u>
3 Instructional Salaries	\$18,720
4 Textbooks and Instructional Supplies	1,465
5 Other Instructional Costs	10,723
12 Fixed Charges	<u>1,497</u>
Total	<u>\$32,405</u>

and be it further

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

RESOLUTION NO. 74-98

Re: UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE PARENTING RESOURCE AND SUPPORT PARTNERSHIP

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision of Future Supported Projects a grant award of \$312,549 from the U.S. Department of Education via the Montgomery County Child Care Connection, the recipient agency for a Parental Assistant Program grant authorized under Title IV of the Goals 2000: Educate America Act, (P.L. 103-227) for the Parenting Resource and Support Partnership, in the following categories:

<u>Category</u>	<u>Amount</u>
1 Administration	\$ 7,593
3 Instructional Salaries	282,367
12 Fixed Charges	<u>22,589</u>
Total	<u>\$ 312,549</u>

and be it further

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

RESOLUTION NO. 75-98

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE AMERICORPS/CONNECTOR CORPS SERVICE LEARNING PROJECT**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$9,728 from the U.S. Department of Education through the Maryland State Department of Education for the AmeriCorps/Connector Corps Service Learning Project, in the following categories:

<u>Category</u>	<u>Amount</u>
3 Instructional Salaries	\$ 8,340
5 Other Instructional Costs	600
12 Fixed Charges	<u>788</u>
Total	<u>\$9,728</u>

and be it further

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

RESOLUTION NO. 76-98

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE DEVELOPING SKILLS IN PERFORMANCE ASSESSMENTS PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$10,000 from the Maryland State Department of Education, Division of Instruction for the Developing Skills in Performance Assessment Project in the following categories:

<u>Category</u>	<u>Amount</u>
1 Administration	\$ 400
3 Instructional Salaries	180
4 Textbooks and Instructional Supplies	390
5 Other Instructional Costs	9,015
12 Fixed Charges	<u>15</u>
Total	<u>\$10,000</u>

and be it further

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

RESOLUTION NO. 77-98

Re: UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE MARYLAND EQUIPMENT INCENTIVE FUND PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$11,824 from the Maryland Equipment Incentive Fund, a component of the Governor's Mathematics/Science Initiatives, for the purchase of selected science equipment to be placed in elementary and secondary schools, in Category 5--Other Instructional Costs; and be it further

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

RESOLUTION NO. 78-98

Re: UTILIZATION OF FY 1998 FUTURE SUPPORTED PROJECT FUNDS FOR THE PARTNERSHIPS FOR ADVANCED COMPUTATIONAL INFRASTRUCTURE PROJECT AT MONTGOMERY BLAIR HIGH SCHOOL

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

Resolved, That the Superintendent request authorization to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$62,000 from the National Computational Science Alliance through the University of Illinois, for the

Partnerships for an Advanced Computational Infrastructure project at Montgomery Blair High School in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1 Administration		\$ 1,506
3 Instructional Salaries	0.6	41,000
5 Other Instructional Costs		4,324
12 Fixed Charges	—	<u>15,170</u>
Total	<u>0.6</u>	<u>\$ 62,000</u>

- * .1 Project Specialist (B-D, 12 month)
 .5 Instructional Specialist (B-D, 12 month)

and be it further

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

RESOLUTION NO. 79-98

Re: **FY 1998 CATEGORICAL TRANSFERS FOR THE GOALS 2000/SUCCESS FOR SCHOOLS PROGRAM**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to effect an FY 1998 categorical transfer of \$9,645 within state categories for the Goals 2000/Success for Schools Program in the Rockville Cluster, funded by the U.S. Department of Education through the Maryland State Department of Education (MSDE), in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries		\$5,235
4 Textbooks and Instructional Supplies	\$9,645	
5 Other Instructional Costs		3,837
12 Fixed Charges	—	<u>573</u>
Total	<u>\$9,645</u>	<u>\$9,645</u>

and be it further

<u>Category</u>	<u>From</u>	<u>To</u>
2 Mid-Level Administration		\$ 15,627
3 Instructional Salaries	\$ 89,446	
4 Textbooks and Instructional Materials		3,441
5 Other Instructional Costs		88,566
12 Fixed Charges	<u>18,188</u>	<u> </u>
Total	<u>\$107,634</u>	<u>\$107,634</u>

and be it further

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

Resolved, That the county executive be requested to recommend approval of this categorical transfer.

RESOLUTION NO. 82-98

Re: **FY 1998 CATEGORICAL TRANSFERS FOR THE STUDENT TEACHER INTERNSHIP PROGRAM**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to effect an FY 1998 categorical transfer of \$32,250 within the Student Teacher Internship Program, funded by the Howard Hughes Medical Institute through the Montgomery County Public Schools= Educational Foundation, Inc., in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries	\$30,000	
5 Other Instructional Costs		\$32,250
12 Fixed Charges	<u>2,250</u>	
Total	<u>\$32,250</u>	<u>\$32,250</u>

and be it further

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

Resolved, That the county executive be requested to recommend approval of this categorical transfer.

RESOLUTION NO. 83-98 Re: **FY 1998 CATEGORICAL TRANSFERS FOR THE REGIONAL PROFESSIONAL DEVELOPMENT NETWORK**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to effect an FY 1998 categorical transfer of \$14,077 within the Regional Professional Development Network Grant, funded by the Maryland State Department of Education, in the following categories:

<u>Category</u>	<u>From</u>	<u>To</u>
3 Instructional Salaries		\$ 5,719
4 Textbooks and Instructional Supplies	\$14,077	
5 Other Instructional Costs		7,902
12 Fixed Charges	_____	<u>456</u>
Total	<u>\$14,077</u>	<u>\$14,077</u>

and be it further

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

Resolved, That the county executive be requested to recommend approval of this categorical transfer.

RESOLUTION NO. 84-98 Re: **PERSONNEL MONTHLY REPORT**

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

Resolved, That the Board of Education approve the Personnel Monthly Report dated February 10, 1998.

RESOLUTION NO. 85-98 Re: **DEATH OF MRS. JANET C. PITCHERSKY, SPECIAL EDUCATION RESOURCE ROOM TEACHER, MONTGOMERY BLAIR HIGH SCHOOL**

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

WHEREAS, The death on January 6, 1998, of Mrs. Janet C. Pitchersky, special education resource room teacher at Montgomery Blair High School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, Mrs. Pitchersky was a conscientious, dedicated professional who built solid relationships with her students and used these relationships to manage behavior effectively; and

WHEREAS, In more than 20 years with Montgomery County Public Schools, Mrs. Pitchersky was an advocate for her students and an asset to the school system and community; now therefore be it

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

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

RESOLUTION NO. 86-98 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective February 10, 1998:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Elizabeth B. Strubel	Assistant Principal, Eastern MS	Principal, John T. Baker MS

RESOLUTION NO. 87-98 Re: **MINUTES OF DECEMBER 4, 1997**

On recommendation of the Superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its minutes of December 4, 1997.

RESOLUTION NO. 88-98 Re: **MINUTES OF DECEMBER 16, 1997**

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

Resolved, That the Board of Education approve its minutes of December 16, 1997.

RESOLUTION NO. 89-98 Re: **BOARD APPEAL 1997-34**

On motion of Mrs. Gordon and seconded by Ms. Signer, the following resolution was adopted:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 1997-34, placement of a student, reflective of the following vote: Dr. Cheung, Mrs. Gordon, Mrs. King, and Ms. Signer voting to affirm; Mr. Ewing, Mr. Felton, and Ms. Wheat voting to reverse; Ms. Gutiérrez abstaining.

RESOLUTION NO. 90-98 Re: **BOARD APPEAL T-1997-80**

On motion of Mrs. Gordon and seconded by Ms. Signer, the following resolution was adopted:

Resolved, That the Board of Education adopt its Decision and Order in Appeal T-1997-80, student transfer, reflective of the following vote: Mrs. Gordon, Mrs. King, and Ms. Signer voting to affirm; Dr. Cheung, Mr. Ewing, Mr. Felton, Ms. Gutiérrez, and Ms. Wheat voting to reverse.

RESOLUTION NO. 91-98 Re: **CLOSED SESSION RESOLUTION**

On recommendation of the Superintendent and on motion of Ms. Gutiérrez seconded by Mrs. Gordon, the following resolution was adopted unanimously:

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 sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Monday, February 23, 1998, from 7:00 to 8:00 p.m. to discuss personnel matters and other matters protected from public disclosure by law, to review and adjudicate appeals, and to address 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 Section 10-508 of the State Government Article; and be it further

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

Re: REPORT OF CLOSED SESSIONS

On December 9, 1997, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on January 13, 1998, as permitted under ' 4-107, *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 January 13, 1998, from 8:40 to 10:00 a.m. and 1:20 to 2:20 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, negotiations, EEOC matters, and legal matters with its attorney. The Board reviewed and adjudicated Appeals T-1997-77, T-1997-78, T-1997-79, T-1997-80, 1997-30, 1997-34, and 1997-38.

In attendance at part or all of the above closed sessions were: Elizabeth Arons, Larry Bowers, Ray Bryant, Alan Cheung, Blair Ewing, Reggie Felton, David Fischer, Ed Frantz, Kathy Gemberling, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, Don Kopp, Frieda Lacey, George Margolies, Brian Porter, Tom Reinert, Glenda Rose, Ruby Rubens, Steven Seleznow, Mona Signer, Mary Helen Smith, Marshall Spatz, Roger Titus, Paul Vance, and Debbie Wheat.

On January 21, 1998, by consensus of the members present, the Board of Education conducted a closed session on January 21, 1998, as permitted under ' 4-107, *Education Article of the Annotated Code of Maryland* and *State Government Article ' 10-501*. The Montgomery County Board of Education met in closed session from 6:20 to 7:10 p.m. in Room 120 of the Carver Education Services Center to discuss negotiations.

In attendance at part or all of the above closed session were: Larry Bowers, Alan Cheung, Blair Ewing, Reggie Felton, Ed Frantz, Kathy Gemberling, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, Don Kopp, George Margolies, Glenda Rose, Steve Seleznow, Mona Signer, Paul Vance, and Debbie Wheat.

On February 3, 1998, by consensus of the members present, the Board of Education conducted a closed session on February 3, 1998, as permitted under ' 4-107, *Education Article of the Annotated Code of Maryland* and *State Government Article ' 10-501*. The Montgomery County Board of Education met in closed session from 6:20 to 7:25 p.m. in Room 120 of the Carver Education Services Center to discuss negotiations.

In attendance at part or all of the above closed session were: Larry Bowers, Alan Cheung, Blair Ewing, Reggie Felton, David Fischer, Ed Frantz, Wes Girling, Bea Gordon, Pat Hahn, Roland Ikheloa, Nancy King, Don Kopp, George Margolies, Brian Porter, Glenda Rose, Steve Seleznow, Mona Signer, Paul Vance, and Debbie Wheat.

Re: MONTHLY FINANCIAL REPORT

Mr. Bowers pointed out that this year categorical transfers have been done during the year as opposed to last year when they were done at the end of the year. Because of the issues that have been raised this year, staff thought it was necessary to move those forward. Basically, there have been no significant changes from the previous month in expenditures, and staff was projecting a slight surplus for the current fiscal year.

Mr. Ewing pointed out that Categories 1 and 6 continue to show substantial deficits in legal fees. In Category 1, the report states that legal fees were higher than anticipated. Mr. Bowers replied that the school system had specific cases that increased legal costs. Since there was a positive net at the end of the fiscal year, but deficits in legal costs in Categories 1 and 6, Mr. Ewing asked whether there was a plan to make adjustments for those deficits. Mr. Bowers replied that staff assumed there would not be transfers out of Categories 2, 3, 4, and 5, and the funds would be transferred out of another category. Mr. Ewing asked staff to include a plan for funding deficits in the April monthly financial report.

Ms. Gutiérrez asked if there was a plan to effect savings within Category 9 (Transportation) since there was a \$300,000 deficit. Mr. Bowers replied that the Transportation Leadership Team had been looking at several ways to save money, such as overtime, substitutes, and maintenance. Ms. Gutiérrez stated that if the school system was examining plans for saving money, it should be reflected in the report.

Re: LUNCH AND CLOSED SESSION

The Board of Education recessed for lunch and closed session from 11:55 a.m. to 2:15 p.m.

Re: PUBLIC COMMENTS

The following people appeared before the Board of Education:

<u>Person</u>	<u>Topic</u>
1. Jack Snowdon	Carl Sandburg Parent Group
2. George Mendelson	Character Education
3. Christine Schwalm	Character Education

Re: BRIEFING ON CHANGES ON IDEA

Dr. Vance invited the following people to the table: Dr. Mary Helen Smith, associate superintendent, Office of Instruction and Program Development; Dr. Raymond W. Bryant, director, Department of Special Education; Mr. James E. Fish, principal, Sherwood High School; Mr. Stephen L. Bedford, principal, Col. E. Brooke Lee Middle School; Ms. LaVerne G. Kimball, principal, Burning Tree Elementary School; and Dr. Richard Pottinger, supervisor, Pupil Services.

The Individuals with Disabilities Education Act (IDEA) was reauthorized in June 1997, and the new legislative requirements place additional responsibilities, with accompanying cost implications, on local school systems. The four primary areas of concern to our school system are 1) strengthening parental participation in the educational process, 2) accountability for students' participation and success in the general education curriculum and mastery of the individualized education program (IEP) goals/objectives, 3) discipline as it pertains to special education placements, and 4) the awareness of behavior as it impacts a student's education. As educators across the nation work to understand and implement the new IDEA, it is clear that Montgomery County Public Schools (MCPS) has shown foresight in enacting many components of the legislation.

Dr. Bryant noted that those four areas must be addressed immediately to ensure compliance. He provided an update on the progress to date as well as projected cost implications.

Strengthening Parental Participation in the Educational Process

The reauthorized IDEA mandates that parents be encouraged to participate in all meetings related to their child's special education placement and IEP. This has always been, and will continue to be, a standard practice in MCPS. The Department of Special Education (DSE) has provided training for parents through the Montgomery County Council of Parent Teacher Associations. The Special Education Advisory Committee also has involved parents actively in discussions regarding the law and the impact it will have on special education students and programs.

Since MCPS historically has emphasized the role of parents in the special education process, that component of the law will not have a major impact on our system. DSE continues to enhance communication with the parent population through the use of First Class folders and the development of a special education Special *Edition* newsletter. As MCPS works to further comply with the new legislation, ongoing training for parents about policies and procedures will be necessary.

Accountability for Students' Participation and Success in the General Education Curriculum and Mastery of IEP Goals/Objectives

The restructuring of DSE into the Office of Instruction and Program Development (OIPD) has done much to support the unification of general and special education in MCPS. OIPD staff is actively collaborating on curriculum development and implementation, staff development, facilities planning, and other key issues essential to providing a unified instructional program for all students. The Montgomery County Education Association/MCPS Special Education Liaison Committee has expanded its membership to include the Elementary School Administrators Association, the Secondary School Administrators Association, and the Montgomery County Association of Administrative and Supervisory Personnel. The draft *Vision for the Unification of General and Special Education*, written by the liaison committee, supports key components of the new IDEA.

With the increased emphasis on educational outcomes for all students, DSE and the Department of Educational Accountability are working closely with the Maryland State Department of Education to develop alternative assessments for those special education students who are not following the general education curriculum. More training in adapting the curriculum to address the needs of all learners, as well as in behavior management, will be essential to ensure that all teachers have the instructional skills necessary to provide special education students access to the general education curriculum and to maximize their educational outcomes.

IDEA also mandates that general education staff participate in the admission, review, and dismissal (ARD) process to provide input on the child's potential participation in the general education program. Not only will this necessitate that funds be allocated to train general education teachers for participation in this process, it also will require schools to receive allocations for substitute coverage to allow staff to attend these meetings during their teaching day.

As MCPS develops the FY 1999 budget, considerations have been made in support of the IDEA. Dr. Vance's initiative to limit the size of reading classes to 15 so that every child is able to read independently and on grade level by Grade 3 is one example. The law specifically states that students who have lost instruction should not be coded as disabled simply as a result of that disadvantage. The emphasis on reading throughout our system will benefit all students.

Part B allocations of the reauthorized IDEA eventually would create a funding formula based on a systemwide census and not on the total number of students with disabilities. There would be some flexibility for using up to five percent of Part B funds to support comprehensive school plans. This again speaks to a unification of general and special education.

Discipline as it Pertains to Special Education Placements

The reauthorized IDEA states that no student with a disability may ever be totally expelled from a public school system. The law mandates that all students with special education needs, regardless of behavior, must be educated until they graduate or age out of the educational system. There is concern that this component of the law creates an uneven playing field against the general education population.

The Department of Special Education is working closely with administrators and field office staff to develop procedures to implement these guidelines. DSE has requested that the Office of Global Access Technology establish a discussion folder for principals. This folder will provide principals with a resource for timely guidance and support in addressing suspension and expulsion issues of special education students. In addition, DSE staff is collaborating with field office staff and hearing officers as they work through individual requests for expulsion of special education students and subsequent requests for alternative placements.

The United States Department of Education has stipulated that home instruction does not constitute an alternative placement. The law specifically states that an alternative placement must provide the student with full access to the general education curriculum, full provision of all special education and related services noted on the IEP, and

counseling and supports to address the behavior which resulted in the need for the alternative setting.

The interim guidelines have been developed for the implementation of the IDEA amendments on discipline. DSE staff, in concert with Dr. Hiawatha B. Fountain, associate superintendent, Office of Pupil and Community Services and Dr. Mary Helen Smith, associate superintendent, Office of Instruction and Program Development, are working to establish alternative settings to meet the requirements for 45 day alternative placements. Although the cost implications for establishing and operating these alternative placements have not yet been determined, \$494,862 was approved by the Board of Education as part of its final FY 1999 Operating Budget Request to cover the potential impact associated with the reauthorization of IDEA. These funds are part of the additional FY 1998 federal appropriations for IDEA.

The Awareness of Behavior as it Impacts a Student's Education

The development and administration of functional behavioral analysis as an integral tool to determine the impact of a student's behavior on his or her educational program and to identify the supports necessary to address the behavioral concerns are primary themes in IDEA. Staff from DSE, field offices, and Psychological Services are collaborating on the development of uniform procedures for and related training on functional behavioral analysis. It will be extremely important that school-based staff receive this training as this process should be used as a preventative measure, not simply one driven by student crisis. Funds for this training and other supports for schools will be available from the additional IDEA funds referred to in the previous paragraph.

Mr. Felton felt that the update was good for the Board members, but he wanted to hear from the rest of the panel members on what challenges they see in the day-to-day operation of the schools. Mr. Bedford replied that staff would continue to program for students and provide them with an education within the setting of the school. Programming the actual instruction will not be affected. The impact on the local school will be in the areas of the new ARD process that would require regular education teachers to attend the meetings and this would interrupt the time they have available to be with students. Educators have lobbied strongly that school systems want the regular teacher in the classroom. If teachers are in meetings, it disturbs the education of the other students.

Ms. Kimbell pointed out the fiscal implications of getting substitute teacher coverage when the regular teacher attends an ARD meeting. There are several meetings per year within the special education placement process, i.e., annual reviews, 60-day reviews, and a parent-requested meeting. Therefore, there are significant fiscal implications in assuring that the classroom is covered. Another concern is the state and county testing

requirements. Those data may not reflect the functioning of the schools' educational plan for a student.

Mr. Bedford commented on the discipline issue. When a special education student (whatever the intensity level) commits a disciplinary infraction, it is not fair to the other students to return that student to the same environment. The most alarming wording in the law, especially at the high school level, is to provide evidence of a substantial likelihood of injury that the student's behavior could cause. For example, the principal would have to substantiate that a loaded gun in a locker indicates a substantial likelihood of injury. It is very disturbing to principals that this act by a special education student would not be viewed in the same way it would for a regular education student. If there were some documentation that a student's behavior might have led to this, even if the student were not coded, the law applies. If an EMT were on record and behavior had been discussed and not acted on, the law would apply. That takes the EMT process to a new level within the school system.

Dr. Bryant explained that there were two caveats: (1) if the school had prior knowledge, or (2) if the parent had ever referred the child. There had been an increase where a child had committed an expellable act and the parent subsequently referred the child for special education assessment. If a hearing officer removed a child for possible assault, the school system had to demonstrate cause beyond the preponderance of the evidence; in capital murder cases the test is beyond a reasonable doubt. The federal government did not consider home instruction an appropriate alternative setting. Under the new law an interim placement must provide (1) full access to the general curriculum, (2) full access to all special and related services, and (3) access to supports that would address the child's disability.

Ms. Gutiérrez was very pleased with the comprehensive presentation on the reauthorization of this important federal law. The opinion of the National School Boards Association (NSBA) was that the law was a major unfunded mandate with, at best, 40 percent funding. Aside from the funding issues, it was not only the law, but the way the regulations had been written by the U.S. Department of Education, Office of Special Education, that makes the law very difficult to implement.

Regarding the issue of student discipline, the law had set up a double standard by not allowing more than a 10-day suspension for special education students. At the present time, she saw the school system heading in two directions: (1) stricter regulations for regular education students in suspensions and expulsions, and (2) legal restrictions for those students with IEPs in suspensions and expulsions. She was very concerned and asked if the Board should be aware of issues dealing with systemwide discipline policies.

Ms. Signer pointed out the requirement for more frequent reporting. Her concern related to IEPs and the extent to which that MCPS can monitor and quantify progress toward the goals in the IEP. Dr. Bryant replied that once the school system goes online with IEPs, MCPS will be able to track goals and analyze systemic programs, schools, or disability groups. However, as long as the IEP and followup is done on paper, it will continue to be a challenge. The issue in finalizing computer capabilities is dependent on the final IDEA and COMAR regulations. Ms. Signer asked about monitoring individual students. Dr. Bryant responded that the report card will be sent to the parents every nine weeks for school-aged children and report on each IEP goal. Therefore, the IEP is an instruction document not a guideline.

Ms. Signer asked how staff saw the law affecting the amount of time regular education teachers would spend working with special education mainstreamed students. Dr. Bryant replied that it depends on where the child receives most of the services and the case manager. For a child fully included in a regular classroom, there would be added time for the regular education teacher to look at the IEP in conjunction with the special education instructor and to do an evaluation.

Mr. Ewing noted that there was a need for increased training for both special and general education teachers and allocations for substitute teacher coverage. He asked what provisions have been made in the FY 1999 Operating Budget, and about expectations for funding from the federal government to support the identified training needs. Dr. Bryant reported that staff had earmarked \$500,000 to address key issues, such as training.

Mr. Ewing asked about the status of the draft document incorporating the key components of the reauthorization of IDEA. Dr. Smith reported that the work group had shared the document with the Special Education Advisory Committee, and it would be ready soon. Mr. Ewing asked about functional behavior and analysis and uniform procedures. It would be helpful to him to have written definitions and procedures.

Mr. Felton commented that the Board appreciated all the work that had to be done for the school system to comply with federal and state laws. Mr. Felton asked for a summary of what will be done differently to ensure compliance. Dr. Smith replied that staff did not have all the answers yet, but they would report to the Board again after more information has been obtained and processed.

Dr. Cheung thought the outline on the key points of implementation of the IDEA was very helpful. The paper indicated a cost savings due to streamlining paperwork. Also, he wanted to know how many additional programs would be needed to implement the requirements of the new IDEA. He wanted to know how much of the law was funded by the federal government and how much was an unfunded mandate.

Ms. Gutiérrez suggested that the general public and, especially the County Council and County Executive be made aware of the unfunded mandates and financial implications of the reauthorization of the law.

Re: FY 1999 OPERATING BUDGET REQUEST/ NEGOTIATED AGREEMENTS

Dr. Vance reported that in November 1997, the Board of Education and the Montgomery County Education Association (MCEA) began negotiations on modifications for a new agreement to be effective July 1, 1998. An interest-based bargaining approach has been used rather than the traditional negotiations process. The parties had completed the negotiations process and reached tentative agreement. The agreement has been approved by the MCEA Board of Directors and MCEA's Representative Assembly.

In November 1997, the Board of Education and the Montgomery County Council of Supporting Services Employees (MCCSSE) began negotiations on modifications for a new agreement to be effective July 1, 1998. The parties had completed the negotiations process and reached tentative agreement on a new two-year agreement. The tentative agreement must be formally ratified by the MCCSSE membership and approved by the Board of Education. Though it is anticipated that MCCSSE will ratify the agreement, this process will not be completed before the budget goes forward to the County Council and the County Executive.

In December 1997, the Board of Education and the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP) began negotiations on a reopener on salary and benefits, to be effective July 1, 1998. The parties had completed the negotiations process and reached tentative agreement. The tentative agreement must be formally ratified by the MCAASP membership and approved by the Board of Education. Though it is anticipated that MCAASP will ratify the agreement, this process will not be completed before the budget goes forward to the County Council and County Executive.

On recommendation of the Superintendent and on motion of Mr. Felton and seconded by Ms. Gutiérrez, the following resolutions were placed on the table:

Re: FY 1999 Operating Budget Amendment for
Tentative Agreement with the Montgomery
County Education Association

WHEREAS, Section 6-408 of the Education Article, Annotated Code of Maryland, permits the Board of Education to enter into negotiations with designated employee organizations concerning salaries, wages, hours and other working conditions; and

WHEREAS, The Montgomery County Education Association was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, Negotiations have occurred in good faith, as directed by law; and

WHEREAS, The parties have reached a tentative agreement, and the agreement, having been approved by the MCEA Board of Directors, is now pending ratification; and

WHEREAS, On February 3, 1998, the Board of Education adopted a Fiscal Year 1999 Operating Budget of \$1,020,986,965; and

WHEREAS, In order to assure funding by the County Council to conclude this agreement, the Board must take budgetary action at this time to secure funding for this tentative agreement; and

WHEREAS, The Board of Education's tentative agreement with MCEA includes a salary schedule increase of 2.0 percent and an increase on the salary schedule of \$500 for the MA/MAEQ, MA+30, and MA+60 salary lanes effective November 1, 1998, for unit members who are less than 12-month employees and September 19, 1998, for 12-month unit members; that is offset by savings in the Employee Benefit Plan of \$1,740,000 and a savings of \$10,000 from a change in the rate of pay for summer school teachers; a 2.0 percent increase in the rate of pay for substitute teachers which is offset by a \$115,000 savings in the elimination of the substitute teacher bonus for substitutes working more than 600 hours; an increase in stipends of \$190,000 for safety patrols and coaches involved in post-season play and \$6,000 for an extra day of work for athletic directors; and \$325,000 for planning and training funds to pilot Quality Management Councils in 25 schools in FY 1999; now therefore be it

Resolved, That the Board of Education amend its Fiscal Year 1999 Operating Budget Request by \$9,941,000 from \$1,020,986,965 to \$1,030,927,965, to reflect the cost of changes tentatively agreed to with MCEA, as follows:

Board
Adopted

Amended
Budget

<u>Category</u>	<u>February 3, 1998</u>	<u>Amendment</u>	<u>Request</u>
Systemwide Support	\$29,862,716	\$30,770	\$29,893,486
2 Mid-level Administration	63,573,771	43,250	63,617,021
3 Instructional Salaries	440,325,595	8,993,419	449,319,014
4 Textbooks and Instructional			
5 Other Instructional Costs	9,848,382		9,848,382
6 Special Education	120,874,049	1,517,014	122,391,063
7 Student Personnel Services	3,976,038	66,185	4,042,223
8 Health Services	22,420		22,420
9 Student Transportation	44,729,231		44,729,231
10 Operation of Plant/Equipment	59,570,185		59,570,185
11 Maintenance of Plant	22,082,867	1,689	22,084,556
12 Fixed Charges	170,596,286	(724,364)	169,871,922
14 Community Services	642,744	5,067	647,811
41 Adult Ed/Summer School	2,906,504	4,581	2,911,085
51 Real Estate Management	1,158,242	1,700	1,159,942
61 Food Services Fund	26,997,323		26,997,323
71 Field Trip Fund	1,766,294		1,766,294
81 Entrepreneurial Activities	280,468	1,689	282,157
All Funds	<u>\$1,020,986,96</u>	<u>\$9,941,000</u>	<u>\$1,030,927,96</u>

Re: FY 1999 Operating Budget Amendment for Tentative Agreement with the Montgomery County Council of Supporting Services Employees

WHEREAS, Section 6-510 of the Education Article, Annotated Code of Maryland, permits the Board of Education to enter into negotiations with designated employee organizations concerning salaries, wages, hours and other working conditions; and

WHEREAS, The Montgomery County Council of Supporting Services Employees (MCCSSE) was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, Negotiations have occurred in good faith, as directed by law; and

WHEREAS, The parties have reached a tentative agreement, and the agreement is now pending ratification; and

WHEREAS, On February 10, 1998, to reflect the Board's negotiations proposals with MCEA, the Board of Education amended its Fiscal Year 1999 Operating Budget to \$1,030,927,965; and

WHEREAS, In order to assure funding by the County Council to conclude this agreement, the Board must take budgetary action at this time to secure funding for this tentative agreement; and

WHEREAS, The tentative agreement with MCCSSE includes a salary increase of 2.5 percent to be applied to the salary schedule on July 1, 1998; that is offset by savings in the Employee Benefit Plan of \$1,253,000; a \$5,000 increase in in-service training; and a \$10,000 increase in tuition reimbursement; now therefore be it

Resolved, That the Board of Education amend its Fiscal Year 1999 Operating Budget Request by \$4,087,000 from \$1,030,927,965 to \$1,035,014,965 to reflect the cost of changes tentatively agreed to with MCCSSE, as follows:

<u>Category</u>	<u>Board Amended February 10, 1998</u>	<u>Amended Amendment</u>	<u>Budget Request</u>
Systemwide Support	\$29,893,486	\$299,409	\$30,192,895
2 Mid-level Administration	63,617,021	676,320	64,293,341
3 Instructional Salaries	449,319,014	913,869	450,232,883
4 Textbooks and Instructional	21,773,850		21,773,850
5 Other Instructional Costs	9,848,382	15,000	9,863,382
6 Special Education	122,391,063	485,481	122,876,544
7 Student Personnel Services	4,042,223	17,844	4,060,067
8 Health Services	22,420		22,420
9 Student Transportation	44,729,231	800,895	45,530,126
1 Operation of	59,570,185	857,399	60,427,584
1 Maintenance of Plant	22,084,556	363,946	22,448,502
1 Fixed Charges	169,871,922	(648,745)	169,223,177
1 Community Services	647,811	5,704	653,515
4 Adult Ed/Summer School	2,911,085	5,419	2,916,504
5 Real Estate Management	1,159,942	7,427	1,167,369
6 Food Services Fund	26,997,323	258,555	27,255,878
7 Field Trip Fund	1,766,294	27,222	1,793,516
8 Entrepreneurial Activities	282,157	1,255	283,412
All Funds	<u>\$1,030,927,965</u>	<u>\$4,087,000</u>	<u>\$1,035,014,96</u>

Re: FY 1999 Operating Budget Amendment for Tentative Agreement with the Montgomery County Association of Administrative and Supervisory Personnel

WHEREAS, Section 6-408 of the Education Article, Annotated Code of Maryland, permits the Board of Education to enter into negotiations with designated employee organizations concerning salaries, wages, hours and other working conditions; and

WHEREAS, The Montgomery County Association of Administrative and Supervisory Personnel (MCAASP) was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, Negotiations have occurred in good faith, as directed by law; and

WHEREAS, The parties have reached a tentative agreement, and the agreement is now pending ratification; and

WHEREAS, On February 10, 1998, to reflect the Board's negotiations proposals with MCCSSE, the Board of Education amended its Fiscal Year 1999 Operating Budget of \$1,035,014,965; and

WHEREAS, In order to assure funding by the County Council to conclude this agreement, the Board must take budgetary action at this time to secure funding for this tentative agreement; and

WHEREAS, The tentative agreement with MCAASP includes a salary increase of 2.7 percent to be applied to the salary schedule on September 19, 1998, that is offset by savings in the Employee Benefit Plan of \$113,000; now therefore be it

Resolved, That the Board of Education amend its Fiscal Year 1999 Operating Budget Request by \$817,000 from \$1,035,014,965 to \$1,035,831,965 to reflect the changes tentatively agreed to with MCAASP, as follows:

<u>Category</u>	<u>February 10, 1998</u>	<u>Board Amended Amendment</u>	<u>Request</u>	<u>Amended Budget</u>
1 Systemwide Support	\$30,192,895	\$88,584		\$30,281,479
2 Mid-level Administration	64,293,341	691,110		64,984,451
3 Instructional Salaries	450,232,883	7,341		450,240,224
4 Textbooks and Instructional				
5 Other Instructional Supplies	9,863,382			9,863,382
6 Special Education	122,876,544	45,759		122,922,303
7 Student Personnel Services	4,060,067	3,682		4,063,749
8 Health Services	22,420			22,420
9 Student Transportation	45,530,126	1,936		45,532,062
10 Operation of Plant	60,427,584	5,014		60,432,598
11 Maintenance of Plant	22,448,502	1,879		22,450,381
12 Fixed Charges	169,223,177	(31,540)		169,191,637
14 Community Services	653,515	1,680		655,195
41 Adult Ed/Summer School	2,916,504			2,916,504
51 Real Estate Management	1,167,369			1,167,369
61 Food Services Fund	27,255,878	1,555		27,257,433
71 Field Trip Fund	1,793,516			1,793,516
81 Entrepreneurial Activities	283,412			283,412
All Funds	<u>\$1,035,014,96</u>	<u>\$817,000</u>		<u>\$1,035,831,96</u>

Re: DISCUSSION

Mrs. Gordon stated that she would not support any of the contracts. She could not agree to fund something that was beyond what, she believed, would be funded. Additionally, there were language concerns in two of the contracts that had not been addressed. While there was a recognition in the MCEA contract of other stakeholders, the limitations placed on those stakeholders in the contract warrant grave concern. While she would like to fund the MCAASP contract (as she would like to support and fund all the contracts), she believed that the pay overlap issue was a concern. She was afraid that the Board would find itself in the unfortunate situation that it found itself in three years ago when it had to determine what to fund and not fund in various budget categories. She believed that through policies and the budget, she had an agreement with the students of Montgomery County Public Schools.

Ms. Signer stated that she would not support any of the contracts. She shared Mrs. Gordon's concerns about whether or not the budget could be fully funded. The budget that was adopted was already \$25 million above the spending affordability guidelines (SAG) set by the Council. The contracts would add another \$15 million.

Although, everyone had heard that there would be substantial revenue increases, neither the County Council nor the County Executive had indicated that the school system would receive \$40 million more than SAG. Some Board members might condition their support for the contracts upon the availability of the revenue, but she was not willing to do so.

Ms. Signer would not support the contracts under any circumstances, primarily because she believed that the school system had not gone far enough to achieve savings in the health benefit plans. Her analysis showed that regardless of the type of plan, the MCPS per employee costs were higher than those in the Fairfax, Prince Georges, Anne Arundel, and Arlington public schools as well as being higher than in the Montgomery County government. She thought that it was time for the school system to bring the health benefit plans into line with those of the county government. Montgomery County government employees pay 20 percent of their premium costs; MCPS employees pay only 5 to 15 percent. She acknowledged some modest savings in the contract. Kaiser enrollees would move into the Kaiser drug plan for a two-year savings; after that time Kaiser would revert to an experience rating, and she believed those savings would evaporate. MCPS had eliminated the indemnity plan, but it had been replaced with a high-end point of service plan expected to be almost as costly. If MCPS had brought the health benefits plans in line with the county government so that employees paid 20 percent of costs, the annual savings would be \$13 million. That \$13 million would pay for all-day kindergarten in the schools that do not have it. It would eliminate all oversized classes in the county. It would allow MCPS to eliminate the extracurricular activity fee. And, the school system would still have \$1 million left over.

Ms. Signer shared Mrs. Gordon's concern about the language in the MCEA contract. She supported the creation of the Quality Management Councils (QMC) in the schools because, she believed, the school system should move decision making to the local schools. However, the QMCs will include only administrators and teachers. Other stakeholders (parents, supporting services staff, and students) will be involved only when the QMC deems it appropriate. She believed that was a major step backward for parent involvement in Montgomery County.

Ms. Signer had hoped to support the MCAASP contract, but she could not do so because it could not sufficiently address the pay overlap issue. Time and again Board members have decried the lack of employees seeking administrative positions within the system. She believed that addressing pay overlap would be one way to address that problem. The bottom line was that she did not believe the contracts were in the best interest of Montgomery County's children.

Ms. Gutiérrez thought the agreements were a significant achievement for MCPS. They had been negotiated in a totally new way that would benefit the children of Montgomery County. The process was put into place with a spirit of collaboration and open dialogue and brought everyone together who was a stakeholder in the education of children. This will produce a better system of instructional delivery. She was pleased with the efforts of staff and the three employee unions who had worked hard to change business as usual. Unfortunately, there are those who would not allow the school system to break away from old and destructive models that resulted in conflict. She hoped that the evidence would be convincing to the community that this new process had produced a new collaboration. She believed that issues had been artificially created by setting SAG at a low level and not reflecting the economic status of the county, state, or nation. She hoped to express and communicate that issue to the general public as well as to those who would be making decisions about the need to support the operating budget. She did not think that the Board should continually fall into the trap of a zero-sum gain. It can only lead to destructive results. The Board had heard in the hearings the full support from the community, parents, and business community. She thought it was important to congratulate staff, the Superintendent, and the employee unions for a magnificent job in arriving at these agreements.

Dr. Cheung thought the Board was elected to make policy decisions and oversee the management of the school system. The goal was to provide the best educational system and determine what was needed to provide that education. What this Board had asked for in the past has been turned down because there was not enough revenue. MCPS still has a good school system and that depends on staff. He was sure that the employee negotiating units did not get all that they wanted. Any agreement is based on good faith negotiations. If the school system's employees are not treated right and recognized for their contributions, then the Board fails as management. Salary is a very important factor in recognizing staff. The percentage of increase in the agreements was very reasonable and responsible. There has been an incentive for the employees' organizations to seek savings in insurance and other benefits.

Mr. Ewing thought the contracts were excellent, and he supported them enthusiastically. There was a modest cost associated with the contracts against years of modest increases. It was clear to him that the county government can afford the added costs. If the Board assumes in the budget process that SAG was the final word, there would be many things in the school system that would not have been funded, including a new Montgomery Blair High School. There are many other matters where the Board had persevered and eventually achieved the desired results. There was willingness to consider reasonable requests, and the Board should make a good case for its requests. Part of the case should be that the Board has a sweeping new commitment from MCEA to participate in pursuing educational objectives. Labor union agreements typically focus on working conditions,

wages, and benefits, but not on such things as accountability and results. As for the issue of parental involvement, he believed that contrary to other views, this contract represents a step forward that will engage more parents to work more frequently with teachers in a wide range of activities. If there was a worry that the policies of the Board on parental involvement were undermined, Mr. Ewing thought that worry was not legitimate because the policies remain in effect and the Superintendent would enforce those policies. Staff members in the school system were the agents of effective education for children. What the Board does for them, the Board does for children. They were the intermediaries in carrying out the Board's policies and the Superintendent's requirements. They are the ones who make education happen effectively for children in the classroom, on the bus route, and in all other areas of educational activity. Therefore, it is important for the Board not just to be good employers, but to make effective use of the agents of the Board and make sure the Board had contracts that they consider reasonable and fair. It was remarkable that agreements have been reached without strife and without mediation.

Mr. Felton was excited about the contracts. When he first introduced the concept of labor partnerships, there was discussion about whether the school system would embrace the concept. He knew that if the school system embarked on that journey, MCPS would benefit greatly. As a result of interest-based bargaining, the school system had moved into an era that would have greater benefits for sustaining the quality of MCPS. It was the collaborative effort that would begin to deal with many more issues than previously thought. Like others on the Board, he was pleased with the focus on accountability and results. It is more than a contract of dollars, it is a contract of commitment and recognizes the faith and trust in people that the Board depends on to deliver a quality educational system. He wanted these individuals to have a sense of worth and to believe that the Board believes in them. He supported the contracts. The employees are the most important asset, so he did not see this as a battle between small classes and compensated employees. He saw this as an alignment and a partnership of two important facets that will sustain the school system. The Board must demand that both these issues be funded. The \$40 million represents 4 percent of the total budget. In a county like Montgomery County, in a state like Maryland, and in a country like the United States, the Board can surely keep the pressure on so that the residents would continue to support the education system. The Board has asked the community to bear with it during the bad times; the Board has evidence of good times and it should honor its commitment to quality education. He was elated and excited to support these contracts, and he would urge all Board members to support the contracts.

Mrs. King commented that she did some soul searching over the contracts. Her priority was the class size initiative. However, the contracts were fair. The school system was not asking for an exorbitant amount of money for any of the three contracts. It sends a message to the County Council and County Executive if the Board does not support the

unions and the employees. Therefore, if the Board finds in June that funding is not complete, her priority will be the class size initiative. She supported all three of the contracts, and the Board should work toward funding the contracts.

RESOLUTION NO. 92-98 Re: **FY 1999 OPERATING BUDGET REQUEST/
NEGOTIATED AGREEMENTS**

On recommendation of the Superintendent and on motion of Mr. Felton and seconded by Ms. Gutiérrez, the following resolutions were adopted with Dr. Cheung, Mr. Ewing, Mr. Felton, Ms. Gutiérrez, Mrs. King, and (Ms. Wheat) voting in the affirmative; Mrs. Gordon and Ms. Signer voting in the negative:

Re: FY 1999 Operating Budget Amendment for Tentative
 Agreement with the Montgomery County Education
 Association

WHEREAS, Section 6-408 of the Education Article, Annotated Code of Maryland, permits the Board of Education to enter into negotiations with designated employee organizations concerning salaries, wages, hours and other working conditions; and

WHEREAS, The Montgomery County Education Association was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, Negotiations have occurred in good faith, as directed by law; and

WHEREAS, The parties have reached a tentative agreement, and the agreement, having been approved by the MCEA Board of Directors, is now pending ratification; and

WHEREAS, On February 3, 1998, the Board of Education adopted a Fiscal Year 1999 Operating Budget of \$1,020,986,965; and

WHEREAS, In order to assure funding by the County Council to conclude this agreement, the Board must take budgetary action at this time to secure funding for this tentative agreement; and

WHEREAS, The Board of Education's tentative agreement with MCEA includes a salary schedule increase of 2.0 percent and an increase on the salary schedule of \$500 for the MA/MAEQ, MA+30, and MA+60 salary lanes effective November 1, 1998, for unit members who are less than 12-month employees and September 19, 1998, for 12-month unit members; that is offset by savings in the Employee Benefit Plan of \$1,740,000 and a savings of \$10,000 from a change in the rate of pay for summer school teachers; a 2.0 percent increase in the rate of pay for substitute teachers which is offset by a \$115,000 savings in the elimination of the substitute teacher bonus for substitutes working more than

600 hours; an increase in stipends of \$190,000 for safety patrols and coaches involved in post-season play and \$6,000 for an extra day of work for athletic directors; and \$325,000 for planning and training funds to pilot Quality Management Councils in 25 schools in FY 1999; now therefore be it

Resolved, That the Board of Education amend its Fiscal Year 1999 Operating Budget Request by \$9,941,000 from \$1,020,986,965 to \$1,030,927,965, to reflect the cost of changes tentatively agreed to with MCEA, as follows:

Category	Board Adopted		Amended
	February 3, 1998	Amendment	Budget Request
Systemwide Support	\$29,862,716	\$30,770	\$29,893,486
2 Mid-level Administration	63,573,771	43,250	63,617,021
3 Instructional Salaries	440,325,595	8,993,419	449,319,014
4 Textbooks and Instructional			
5 Other Instructional Costs	9,848,382		9,848,382
6 Special Education	120,874,049	1,517,014	122,391,063
7 Student Personnel Services	3,976,038	66,185	4,042,223
8 Health Services	22,420		22,420
9 Student Transportation	44,729,231		44,729,231
10 Operation of Plant/Equipment	59,570,185		59,570,185
11 Maintenance of Plant	22,082,867	1,689	22,084,556
12 Fixed Charges	170,596,286	(724,364)	169,871,922
14 Community Services	642,744	5,067	647,811
41 Adult Ed/Summer School	2,906,504	4,581	2,911,085
51 Real Estate Management	1,158,242	1,700	1,159,942
61 Food Services Fund	26,997,323		26,997,323
71 Field Trip Fund	1,766,294		1,766,294
81 Entrepreneurial Activities	280,468	1,689	282,157
All Funds	<u>\$1,020,986,96</u>	<u>\$9,941,000</u>	<u>\$1,030,927,96</u>

Re: **FY 1999 Operating Budget Amendment for Tentative Agreement with the Montgomery County Council of Supporting Services Employees**

WHEREAS, Section 6-510 of the Education Article, Annotated Code of Maryland, permits the Board of Education to enter into negotiations with designated employee organizations concerning salaries, wages, hours and other working conditions; and

WHEREAS, The Montgomery County Council of Supporting Services Employees (MCCSSE) was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, Negotiations have occurred in good faith, as directed by law; and

WHEREAS, The parties have reached a tentative agreement, and the agreement is now pending ratification; and

WHEREAS, On February 10, 1998, to reflect the Board's negotiations proposals with MCEA, the Board of Education amended its Fiscal Year 1999 Operating Budget to \$1,030,927,965; and

WHEREAS, In order to assure funding by the County Council to conclude this agreement, the Board must take budgetary action at this time to secure funding for this tentative agreement; and

WHEREAS, The tentative agreement with MCCSSE includes a salary increase of 2.5 percent to be applied to the salary schedule on July 1, 1998; that is offset by savings in the Employee Benefit Plan of \$1,253,000; a \$5,000 increase in in-service training; and a \$10,000 increase in tuition reimbursement; now therefore be it

Resolved, That the Board of Education amend its Fiscal Year 1999 Operating Budget Request by \$4,087,000 from \$1,030,927,965 to \$1,035,014,965 to reflect the cost of changes tentatively agreed to with MCCSSE, as follows:

<u>Category</u>	<u>Board Amended February 10, 1998</u>	<u>Amended Amendment</u>	<u>Budget Request</u>
Systemwide Support	\$29,893,486	\$299,409	\$30,192,895
2 Mid-level Administration	63,617,021	676,320	64,293,341
3 Instructional Salaries	449,319,014	913,869	450,232,883
4 Textbooks and Instructional	21,773,850		21,773,850
5 Other Instructional Costs	9,848,382	15,000	9,863,382
6 Special Education	122,391,063	485,481	122,876,544
7 Student Personnel Services	4,042,223	17,844	4,060,067
8 Health Services	22,420		22,420
9 Student Transportation	44,729,231	800,895	45,530,126
1 Operation of	59,570,185	857,399	60,427,584
1 Maintenance of Plant	22,084,556	363,946	22,448,502
1 Fixed Charges	169,871,922	(648,745)	169,223,177
1 Community Services	647,811	5,704	653,515
4 Adult Ed/Summer School	2,911,085	5,419	2,916,504
5 Real Estate Management	1,159,942	7,427	1,167,369
6 Food Services Fund	26,997,323	258,555	27,255,878
7 Field Trip Fund	1,766,294	27,222	1,793,516
8 Entrepreneurial Activities	282,157	1,255	283,412
All Funds	<u>\$1,030,927,965</u>	<u>\$4,087,000</u>	<u>\$1,035,014,96</u>

Re: FY 1999 Operating Budget Amendment for Tentative Agreement with the Montgomery County Association of Administrative and Supervisory Personnel

WHEREAS, Section 6-408 of the Education Article, Annotated Code of Maryland, permits the Board of Education to enter into negotiations with designated employee organizations concerning salaries, wages, hours and other working conditions; and

WHEREAS, The Montgomery County Association of Administrative and Supervisory Personnel (MCAASP) was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, Negotiations have occurred in good faith, as directed by law; and

WHEREAS, The parties have reached a tentative agreement, and the agreement is now pending ratification; and

WHEREAS, On February 10, 1998, to reflect the Board's negotiations proposals with MCCSSE, the Board of Education amended its Fiscal Year 1999 Operating Budget of \$1,035,014,965; and

WHEREAS, In order to assure funding by the County Council to conclude this agreement, the Board must take budgetary action at this time to secure funding for this tentative agreement; and

WHEREAS, The tentative agreement with MCAASP includes a salary increase of 2.7 percent to be applied to the salary schedule on September 19, 1998, that is offset by savings in the Employee Benefit Plan of \$113,000; now therefore be it

Resolved, That the Board of Education amend its Fiscal Year 1999 Operating Budget Request by \$817,000 from \$1,035,014,965 to \$1,035,831,965 to reflect the changes tentatively agreed to with MCAASP, as follows:

Category	Board Amended		Request	Amended Budget
	February 10, 1998	Amendment		
1 Systemwide Support	\$30,192,895	\$88,584		\$30,281,479
2 Mid-level Administration	64,293,341	691,110		64,984,451
3 Instructional Salaries	450,232,883	7,341		450,240,224
4 Textbooks and Instructional				
5 Other Instructional Supplies	9,863,382			9,863,382
6 Special Education	122,876,544	45,759		122,922,303
7 Student Personnel Services	4,060,067	3,682		4,063,749
8 Health Services	22,420			22,420
9 Student Transportation	45,530,126	1,936		45,532,062
10 Operation of Plant	60,427,584	5,014		60,432,598
11 Maintenance of Plant	22,448,502	1,879		22,450,381
12 Fixed Charges	169,223,177	(31,540)		169,191,637
14 Community Services	653,515	1,680		655,195
41 Adult Ed/Summer School	2,916,504			2,916,504
51 Real Estate Management	1,167,369			1,167,369
61 Food Services Fund	27,255,878	1,555		27,257,433
71 Field Trip Fund	1,793,516			1,793,516
81 Entrepreneurial Activities	283,412			283,412
All Funds	<u>\$1,035,014,96</u>	<u>\$817,000</u>		<u>\$1,035,831,96</u>

Re: **PREVIOUS NEW BUSINESS ITEMS**

Re: **DISCUSSION ON THE MOTION ON LINKAGES TO LEARNING PROGRAM**

Mrs. Gordon was not sure what the action in the motion would be, and she preferred that there be a discussion and, if there were any resulting action, that it be done at a later time.

She thought there was a need for an in-depth discussion, recommendations, and comments on how this program was progressing from the Superintendent in addition to those people named in the second *resolve*, but she was concerned that there would not be ample time to look at the recommendations and adopt any action that might be required. She could support the motion only if discussion and action were scheduled for separate dates.

Mrs. King did not want to restrict the Board from taking action if it was deemed appropriate at the time of the discussion.

Ms. Gutiérrez supported the resolution as presented. It did not mean that the Board had to act at the time of the initial discussion.

Mr. Ewing suggested that the item could be directed for discussion and such actions as may be appropriate at that time; that wording was accepted by Mrs. King.

RESOLUTION NO. 93-98 Re: LINKAGES TO LEARNING PROGRAM

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

WHEREAS, The Linkages to Learning program, now in its fifth year of operation, is an interagency collaborative effort between MCPS, the Department of Health and Human Services, and private nonprofit community service organizations, which provides a variety of school-based health, mental health, and social services to students and their families; and

WHEREAS, The Linkages to Learning program currently offers services at the following MCPS schools: Highland, Summit Hall, Broad Acres and Harmony Hills elementary schools, the Mark Twain School and at the School Health Services Center at Rockinghorse Road, and additional sites are being implemented at Gaithersburg Middle and Greencastle Elementary schools; now therefore be it

Resolved, That the Superintendent be directed to schedule for discussion, and such actions as may be appropriate at that time, an update on the status of Linkages to Learning that includes the cost of the program, its effectiveness, and strategies for its long-term viability; and be it further

Resolved, That the meeting include representatives of the County Council, the County Executive, and all other appropriate stakeholders in the interagency Linkages to Learning program.

RESOLUTION NO. 94-98 Re: PURCHASE OF NON-BRAND NAME PERSONAL COMPUTERS

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

WHEREAS, The Board of Education is committed to expanded use of technology in both our academic programs and business practices; and

WHEREAS, The Board of Education continues policies and practices to assure that the citizens of Montgomery County receive the maximum return for their investments as taxpayers; and

WHEREAS, The Board of Education, the Superintendent, and the employees of MCPS are committed to continuous improvements in academic and business practices; and

WHEREAS, Montgomery County Public Schools currently has a practice of purchasing only brand name personal computers and related equipment; now therefore be it

Resolved, That the Superintendent provide to the Board of Education an assessment of MCPS= current practices regarding the purchase of non-brand name personal computers and other related equipment, including, but not limited to, the business rationale, alternative practices, potential savings, and operational impacts with the elimination or modification of this practice; and be it further

Resolved, That, upon receipt of this assessment from the Superintendent, the Board schedule this matter for discussion and action at a Board meeting.

RESOLUTION NO. 95-98 Re: **PUBLIC OPINION**

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

WHEREAS, The Board of Education is committed to full involvement of the community in the development of policies and programs; and

WHEREAS, The Board of Education continues to seek active involvement of the citizens of Montgomery County through public hearings, forums, cluster meetings, public television, and electronic mail; and

WHEREAS, The accurate assessment of public opinion is critical in the allocation of personnel and resources; now therefore be it

Resolved, That the Superintendent provide to the Board an assessment of the expanded use of formal polling to determine public opinion relative to proposed policies and programs. The assessment should include, but not be limited to, areas where formal polling may be more appropriate, more cost effective, and more accurate, and be it further

Resolved, That, upon receipt or this assessment from the Superintendent, the Board schedule this matter for discussion and action at a Board meeting.

RESOLUTION NO. 96-98

Re: **CUSTOMER SATISFACTION**

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

WHEREAS, The Board of Education is committed to providing quality service to our community; and

WHEREAS, The Board of Education periodically conducts surveys to assess parents-satisfaction with the delivery of quality educational services; and

WHEREAS, There is a perception within some aspects of the community that some MCPS officials are not as "customer-focused" as desired by the Board of Education and the Superintendent; now therefore be it

Resolved, That the Superintendent be requested to bring to the Board specific recommendations in addressing these perceptions including, but not limited to, an assessment of the use of customer response forms and/or more consistent documentation of the quality and satisfaction of services provided MCPS staff.

Re: **MONTGOMERY BLAIR HIGH SCHOOL CAPITAL PROJECT**

Mr. Ewing withdrew the following because the issue had been resolved earlier in the day on the recommendation of the Superintendent:

Resolved, That the Board of Education schedule action, at a time related to other actions on the capital budget, an additional amendment which would provide for the appropriation of \$300,000 for a Montgomery Blair High School capital project to complete the auditorium, in particular the loft rigging and curtain, stage lighting, dimmer system, stage sound system, stage control console, and production manger-s network, with a view to making certain that the auditorium at Montgomery Blair High School is comparable to auditoriums at other schools throughout the county.

Re: **DISCUSSION ON THE ROLE OF THE BOARD OF
EDUCATION IN CURRICULUM REVIEW AND APPROVAL**

Mrs. Gordon was not sure that the Board had to reach some conclusion about its role in curriculum review and approval. She would like to see the Board take more responsibility for the discussion.

Mr. Ewing stated that the intent of the resolution was that the Board have a discussion and the Superintendent give the Board some definition of terms and criteria that would help the Board determine what was appropriate for Board action. There also was a request for the Superintendent to outline some options on how the process could be managed to eliminate an unintended burden on staff and the Board.

Mrs. Gordon stated that after the last discussion there were disparate points of view as to how much and when the Board should be involved in the process. Those things need to be worked out before the Superintendent offers his recommendations. The Board clearly needs definitions, but Mrs. Gordon had reservations about the other two *resolves*. The first two *resolves* were fine, and subsequent to being provided with the definitions and discussion, if it was the view of the Board, then it would ask the Superintendent for the other three *resolves*. Mr. Ewing agreed with Mrs. Gordon.

RESOLUTION NO. 97-98

Re: **THE ROLE OF THE BOARD OF EDUCATION IN
CURRICULUM REVIEW AND APPROVAL**

On motion Mr. Ewing and seconded by Ms. Gutiérrez, the following resolution was adopted unanimously, as amended:

WHEREAS, The Board of Education discussed curriculum development and the Board's role in it on January 13, 1998, and determined that this matter needed further discussion; now therefore be it

Resolved, That the Board of Education schedule further discussion of and possible action on the role of the Board of Education in curriculum review and approval; and be it further

Resolved, That the Superintendent be asked to propose definitions for purposes of the Board's role in curriculum development a number of terms such as, but not limited to, curriculum, curriculum guides, courses of study, resource materials, other teaching aids, program of studies, other documents which prescribe instruction, and, as well, what it means to speak of substantial change in curriculum warranting Board action, and such other terms as may need further definition in the Superintendent's view; and be it further

Resolved, That, subsequent to the Board's initial discussion, the Superintendent suggests to the Board criteria that might be used to determine what curriculum actions should be sent to the Board of Education for action; and be it further

Resolved, That, subsequent to the Board's initial discussion, the Superintendent outlines several possible options for managing the Board's review of curriculum, including, but not limited to, one or two subject area reviews per year, review of how the state's Core Learning Goals are to be integrated into the curriculum, and any other approaches; and be it further

Resolved, That, subsequent to the Board's initial discussion, the Board also reviews at the time this is scheduled for discussion and possible action the two resolutions that are attached; and be it further

Resolved, That, subsequent to the Board's initial discussion, that the Board have before it during its discussion the regulation issued in April 1987 on the developmental and approval of special programs and the Board's resolution on the same subject approved in September 1984.

The Role and Responsibility of the Board of Education in the Review and Approval of Curriculum

Resolved, that the superintendent of schools will develop, subject to approval by the Board of Education, a curriculum development process which:

1. Regularly evaluates and revises curriculum content and effectiveness as part of the Success for Every Student planning process;
2. builds consensus using a variety of media and avenues (e.g. email, verbal, and exchange of written drafts); and
3. fosters open communication and seeks input from curriculum coordinators, teachers, principals, parents, and business/community members from initial concept to final product.

The Superintendent will also request advice from technology companies concerning workplace routines that foster continuous innovation, and how those might be adapted to curriculum development.

The curriculum development process will include the following stages of

1. Concept Development. All stakeholders (curriculum coordinators, teachers, principals, parents, and business/ community members) are encouraged to contribute views and ideas in a spirit of brainstorming, where it is explicitly understood that all contributions are welcome, and none of them commit MCPS to a course of action.

The Board of Education will foster open communication through a semiannual review and discussion of curriculum development.

2. Standards Development. Stakeholders will examine standards and curricula developed by national standard-setting organizations and exemplary school districts, and will use a variety of media and avenues (e.g. email, verbal, and exchange of written drafts) to build consensus for new or revised curriculum standards. These standards will state what students are expected to know and be able to do by grade and instructional level (recognizing that some students will progress faster or slower than grade-level objectives), and will state a scope and sequence of objectives that is clear and specific enough to guide the development of curriculum. This stage culminates in a recommendation by the Superintendent or a Board member to adopt a set of curriculum standards.

The Board of Education will review the need for revised standards, compare the proposed standards with those developed by national standards-setting organizations or exemplary school districts, and will approve or disapprove the proposed standards.

3. Curriculum Development. Staff will define (1) measurable outcomes, instructional strategies, activities, resources, and assessments that achieve the scope and sequence of objectives stated in the curriculum standards; (2) parent education programs that build a greater understanding of these objectives, and how to nurture them at home; and (3) strategies to evaluate the effectiveness of the curriculum. Staff will make a reasonable effort to develop curriculum openly, using the same strategies that are used to develop consensus on curriculum standards. This stage culminates in a recommendation by the Superintendent or a Board member to adopt a proposed curriculum revision

The Board of Education will review plans to develop or pilot measurable outcomes, instructional strategies, activities, resources, and assessments for the regular curricula and for accelerated and enriched curricula, and will approve or disapprove proposed curriculum revisions.

4. Implementation and Evaluation. The Superintendent will endeavor to assure that teachers obtain adequate curriculum materials, resources, and training. Evaluation of curriculum effectiveness will occur as part of the Success for Every Student planning process.

The Board of Education will ensure regular evaluation of curriculum content and effectiveness, and will recommend opportunities for improvement as needed.

This resolution was passed by the MCCPTA Executive Board on November 6, 1997.

For Consideration by the MCCPTA Delegates at the January 27th Delegates Assembly:

Whereas the National PTA's position on Shared Responsibility in Educational Decision Making (1987) urges school boards to cooperate with parents, teachers, students, principals, administrators, and the public in the development of school policies and curriculum decisions, and

Whereas the MCCPTA Position on Parent Involvement (1991) identifies working with MCPS to develop and provide parent involvement resources and coordination as our organizational responsibility and,

Whereas the Board of Education has been discussing its role and responsibility in the review and approval of curriculum, now therefore be it

Resolved, that MCCPTA advocate to the Board of Education and MCPS for a curriculum development process that: fosters open communication and seeks input from staff, parents, and business/community from initial concept to final product as it regularly evaluates and revises curriculum content and effectiveness, as part of the Success for Every Student planning process, and be it further

Resolved that MCCPTA advocate for and work with MCPS to develop a systematic parent education program that builds a greater understanding of the content children will be studying and the skills they are expected to master, with a special emphasis on how that instruction can be supported at home and in the community, and be it further

Resolved that MCCPTA advocate to MCPS that the relationship between measurable outcomes and skills of students and the curricular content be proactively communicated (at a minimum semi-annually) to the public and parents with clear quantifiable benchmarks, and be it further

Resolved, that MCCPTA advocate that the Board of Education ensure parent and community involvement throughout the process of curriculum development.

Re: NEW BUSINESS

1. Mrs. Gordon moved and Mr. Felton seconded the following:

WHEREAS, The Board of Education has established citizen advisory committees; and

WHEREAS, The Board of Education has policies that govern the operations of advisory committees; and

WHEREAS, Vacancies exist on several committees, and

WHEREAS, The charge to and the requirements of operations for some committees are unclear; now therefore be it

Resolved, That the Board of Education schedule a discussion of its advisory committees, their purpose, and composition; and be it further

Resolved, That following the discussion the Board of Education schedule action for any changes that may be needed; and be it further

Resolved, That any action be scheduled to coincide with the review of the Board policies related to advisory committees.

2. Mrs. Gordon moved and Ms. Signer seconded the following:

WHEREAS, There are several policies that address Board of Education governance; and

WHEREAS, The policies have not been reviewed for several years; and

WHEREAS, Changes in Board of Education operations have taken place over time; now therefore be it

Resolved, That the Board begin the systematic review of governance policies beginning with those policies that deal with Board of Education advisory committees; and be it further

Resolved, That until such review is completed that all policies be fully implemented as adopted.

3. Ms. Signer moved and Mrs. Gordon seconded the following:

Resolved, That the Board of Education schedule time on its agenda for discussion and action on the effects of mainstreaming special education students; and be it further

Resolved, That this discussion include the potential impacts on class size, staff training, classroom discipline, and academic achievement for both special education and regular education students; and be it further

Resolved, That the superintendent of schools bring to the Board of Education recommendations on the practice of mainstreaming special education students.

Re: BELL TIMES

On motion of Ms. Signer and seconded by Mr. Felton, the following resolution was placed on the table with the recommendation for a vote since it was not a policy matter:

Resolved, That the Board of Education schedule a hearing in March 1998 to provide an opportunity for public comments on the Report of the Bell Times Work Group and on changing high school starting times in the Montgomery County Public Schools; and be it further

Resolved, That the Board of Education schedule time on the agenda at an April 1998 meeting for discussion and possible action on high school start times; and be it further

Resolved, That the superintendent of schools bring to the Board of Education his recommendations for changing high school start times in Montgomery County Public Schools.

Re: DISCUSSION

Mrs. Gordon was concerned about the public hearing on bell times and whether or not a public hearing was the only or best way to get input on something that affects a large group of people. Before she could support a public hearing, she wanted some assurance that there had been sufficient time for wide distribution of the Report of the Bell Times Work Group. Local schools and communities needed time to meet, review, and give meaningful feedback to the Board. She did not think that could be done by March.

Ms. Signer knew that some Board members questioned whether or not a public hearing was the appropriate vehicle for input. She had spoken with Dr. Hartzman, and it was Dr. Hartzman's view that a survey would not be the best way to garner information since it would only be a sample and the cost would be approximately \$60,000. Ms. Signer stated that the MCCPTA at its last delegate assembly notified the delegates that it wanted to take a position on this issue. Therefore, the local PTAs had already started to address this issue.

Ms. Gutiérrez observed that the Board members had received community input through written and phone communications. She thought a public hearing was the best way to get input, and it was a worthwhile step to take at this time.

Mrs. Gordon replied that Board members were interested in hearing the view of parents and the community. However, she was interested in hearing from a larger group than could testify at a hearing.

Mr. Felton agreed with Ms. Gutiérrez that this could be a first step. His concern was a single hearing that would not garner enough information to assess the community's preference.

Dr. Cheung thought this issue must be looked at very carefully since it involves the school community, employees, and employers in Montgomery County. The change in bell times would affect transportation throughout the area, not just MCPS.

Mr. Ewing asked the Superintendent if the Board took action to change bell times, what would be the implications for making that work in September. Dr. Vance replied that it would be contingent on what plan the Board selected. There were cost factors, transportation, and the impact on programs and athletics.

Re: BELL TIMES

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

Resolved, That the Board of Education schedule a hearing in March 1998 to provide an opportunity for public comments on the Report of the Bell Times Work Group and on changing high school starting times in the Montgomery County Public Schools; and be it further

Resolved, That the Board of Education schedule time on the agenda at an April 1998 meeting for discussion and possible action on high school start times; and be it further

Resolved, That the superintendent of schools bring to the Board of Education his recommendations for changing high school start times in Montgomery County Public Schools.

RESOLUTION NO. 98-98 Re: **RECONSIDERATION**

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

Resolved, That the Board of Education reconsider the resolution on bell times.

Re: **A SUBSTITUTE MOTION ON BELL TIMES**

Mrs. Gordon's substitute motion, seconded by Dr. Cheung failed with Dr. Cheung, Mr. Ewing, Mr. Felton, Mrs. Gordon voting in the affirmative; Ms. Gutiérrez, Mrs. King, Ms. Signer, and Ms. Wheat voting in the negative:

Resolved, That the Board of Education widely disseminate to parents, businesses, government, and interested community members the Report of the Bell Times Work Group; that the Board solicit input on the results of the work group; and following input from the community, if necessary, the Board schedule a public hearing.

RESOLUTION NO. 99-98 Re: **BELL TIMES**

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

Resolved; That the Report of the Bell Times Work Group be widely distributed to parents, businesses, government agencies, and other interested community groups; and be it further

Resolved, That the Board of Education schedule a hearing in March 1998 to provide an opportunity for public comments on the Report of the Bell Times Work Group and on changing high school start times in the Montgomery County Public Schools; and be it further

Resolved, That the Board of Education schedule time on the agenda at an April 1998 meeting for discussion and possible action on high school start times; and be it further

Resolved, That the superintendent of schools bring to the Board of Education his recommendations for changing high school start times in Montgomery County Public Schools.

Re: DISCUSSION OF BELL TIMES

Mr. Felton requested that the distribution of the report announce the hearing and solicit input, and that there also be a press release.

Mr. Ewing hoped that it was clear that the Board might or might decide to change bell times. He was concerned that expectations might be raised and then the Board would find, for whatever reason, that those expectations could not be met. That would be unfortunate. He asked that it be made very clear that this issue was being pursued in order to obtain information that would permit the Board to make a decision about whether to change bell times.

Re: ADDITIONAL NEW BUSINESS ITEMS

4. Ms. Gutiérrez moved and Dr. Cheung seconded the following:

WHEREAS, The Board of Education Policy IOD: *Education of Limited English Proficient Students* and Administrative Regulation IOD-RA: *Placement of Limited English Proficient (LEP) Students*, have not been revised or updated since 1986; and

WHEREAS, To provide a meaningful and practical framework for meeting the needs of LEP students, MCPS policy and regulations should reflect current research in second language learning, the increasing academic demands on all students as well as the changing demographics of Montgomery County; and

WHEREAS, A nationally recognized set of ESL Standards for PreK-12 Students established in 1997 to address different English proficiency levels (beginning, intermediate, advanced, and limited formal schooling) can facilitate the development of a world-class model for ESL instruction in Montgomery County and in the State of Maryland; and

WHEREAS, The Board of Education has in the past received valuable recommendations from ESOL work groups and ESOL parent advocacy groups regarding improvements of the ESOL program and services; now therefore be it

Resolved, That the Board of Education direct the superintendent to undertake the revision and update of Board of Education Policy IOD and Regulation IOD-RA; and be it further

Resolved, That the process ensure consideration of ESOL advocacy work groups and ESOL parent recommendations, and the participation and input of all stakeholders, including students, parents, teachers, and administrators.

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

Resolved, That the Board of Education schedule time before the end of the current school year for review and discussion of gifted and talented standards as outlined in the Superintendent's January 14, 1998, memorandum to the Board.

Re: ITEMS OF INFORMATION

The following items of information were available:

1. Items in Process
2. Minority-, Female-, or Disabled-owned Business (MFD) Procurement Report for the Second Quarter of FY 1998
3. Construction Progress Report
4. Resource Conservation Plan for FY 1999
5. Medical Advisory Committee Annual Report for 1996-97 and Staff Response

RESOLUTION NO. 100-98 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting of February 10, 1998, at 4:50 p.m.

PRESIDENT

Board Minutes

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February 10, 1998

PLV:gr

SECRETARY

MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET
February 10, 1998

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