

policy; and

WHEREAS, On December 14, 1992, the Board of Education held a tentative discussion on a proposed draft policy; now therefore be it

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

Resolved, That the following tentatively adopted draft policy be sent out for public comment and be discussed at a public hearing on March 11, 1993, with final adoption scheduled for March 22, 1993:

ACD

Related Entries: ACA, ACB, ACC, **GEG**

Responsible Office: Instruction and Program Development

~~Policy Statement on Quality Integrated Education~~

A. PURPOSE

1. The Board of Education's primary responsibility is to provide an education that enables all students to explore, achieve, and expand their academic potential regardless of background characteristics ~~the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities.~~
2. An ~~other~~ important **and related** goal of the Board is to **provide the program elements that develop the skills and understanding necessary to function successfully in an increasingly multi-racial/multi-ethnic democracy**

~~ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of our pluralistic democratic society. The Board will continue to adhere to its commitment to balanced staffing in all schools, including representation of racial and ethnic groups among staff, ensuring strong, positive role models for minority and~~

~~majority students.[‡]~~

3. This policy statement sets forth a design **to promote racial, ethnic, and socioeconomic diversity in schools as a means of learning about and interacting with others of different backgrounds** ~~for achieving the combination of these two related goals—quality education and integrated education—while operating the schools as economically as possible.~~

B. ISSUE

Quality educational opportunities for children cannot be dependent on either racial or ethnic backgrounds or on family, or on socioeconomic status. Intensive support is necessary, however, for students whose opportunities have been limited by background or experience. Providing a quality education where there is evidence of educational disadvantage requires additional effort on the part of the school system.

~~[‡]American Indian or Alaskan Native—A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.~~

~~Asian--Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.~~

~~Black (not of Hispanic origin)—A person having origins in any of the black racial groups of Africa.~~

~~Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.~~

~~White (not of Hispanic origin)—A person having origins in any of the original peoples of Europe, North Africa or the Middle East.~~

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

Integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Specifically, Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process.

It also advances fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education expands postsecondary opportunities for diverse populations.

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

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

~~If a school contains a substantial number of students with educational needs as reflected in the recognized~~

~~measures of student achievement, intensive support, including the allocation of additional resources when needed, must be given to ensure that all students have the opportunity to reach their potential.~~

C. POSITION

1. Supporting Academic Achievement

- a) Staff will formulate methods for identifying schools most in need of support to improve academic achievement, and for allocating supplementary resources to support quality education. These methods will be based on various factors that correlate with achievement. These methods will be monitored and reviewed regularly to ensure that the various factors used are accurate and related to school academic performance levels. and ~~will be updated as better, more accurate factors are developed and/or become available for use by the school system.~~

~~The Board will consider a variety of approaches to address problems relating to achieving the goal of quality integrated education. It will consider the educational program in the school in relation to the needs of its students, the racial and ethnic diversity of the school's student body, and the equity of the potential effects of any action on minority and majority students and on communities.~~

- b) Once a school is identified as having a substantial number of students with educational needs, additional resources should be allocated to assist those schools in delivering educational services that reinforce the academic opportunities for students there. ~~ensure all students have the opportunity to develop their potential.~~

~~The superintendent and staff will identify any schools which need assistance to provide quality integrated education for their students. Recommendations for change which would be part of the budget and the long-range facilities processes will be acted upon by the Board in accordance with those processes. Any additional actions required would be acted upon separately by the Board. Before the Board acts on changes, community views would be sought and~~

would be considered.

2. Identifying and Supporting Diversity

a) The Board of Education is committed to taking school system should take reasonable measures to enhance the diversity of the student enrollments within each school. Such administrative measures include, but are not limited to:

(1) Monitoring and regulating interschool transfer requests from parents

~~Recognizing that student transfers may impact on the objectives of this policy, all transfer requests to or from schools where transfers would adversely affect the goals of this policy will be carefully monitored.~~

(2) ~~Assessing and striving~~ Planning for balanced school populations when facility space needs require change in service areas, including consideration of socioeconomic diversity

(3) Considering acquisition of school sites that have potential to maintain or improve diversity, including socioeconomic diversity

(4) Pairing schools

(5) Implementing magnet and special programs

~~Measures to address achieving quality integrated education may include program changes, magnet schools, clustering or pairing schools, establishing alternative centers, providing supplementary resources or additional student services, boundary changes, closures and consolidations, and grade level reorganizations.~~

~~Some measures the Board may consider may require additional or shifting resources or additional transportation, although the Board will seek to avoid transporting students over~~

~~long distances.²~~

- b) The Board of Education will direct the superintendent to ~~school system~~ should take reasonable measures to implement program strategies for increasing the opportunities for students to learn develop multicultural understanding and appreciation through from the interaction with others of different races and ethnic groups. Such program alternatives can include, but are not limited to:
- (1) Curricular or extracurricular offerings
 - (2) Joint school activities
 - (3) Other activities designed to help students function in a multi-racial/multi-ethnic society.
- c) The Board of Education will direct the superintendent to implement one or more of such remedies in schools whose profiles warrant a need for increased diversity or for preserving diversity in the student body ~~should be considered for one or more of the various administrative or program remedies discussed above.~~

D. DESIRED OUTCOME

The Board of Education is committed to providing MCPS will ~~provide~~ a quality educational opportunities for all students regardless of background characteristics by providing an educational environment that assists enhances ~~students to compensate for the barriers that inhibit their educational success.~~

²~~Beyond maximum distances or travel times for regular programs.~~

E. IMPLEMENTATION STRATEGIES

1. Staff will examine annually the various factors that correlate with achievement levels that which represent a school's "educational load," and may include but are not limited to the percentage of enrollment representing each of the following features: for use in allocating resources.

- a) Free and Reduced Meals (FARMS)
- b) Students older than grade age
- c) Internal mobility
- d) External mobility
- e) Other factors which may affect learning

~~The analysis would include a report on the educational program based on but not limited to the following data:~~

~~Test scores and other relevant measures of pupil achievement; student body characteristics, i.e., mobility rates of students, percentages of students participating in ESOL and percentages of students receiving free lunch; and the effects of previous Board actions in the last five years on the composition of the student body.~~

2. Staff will assess annually the "diversity profile" of each school, which should take into account the following factors:
- a) The extent to which the school differs from the school system's overall composition with respect to each of the four major racial/ethnic groups
 - b) The rate of change in those four racial/ethnic compositions within the school over the past several years, using four years as the initial factor.
 - c) Other factors which may affect learning
3. Staff will prioritize the school's need for administrative attention based on these factors.

~~To achieve the additional goal of integrated education, the staff shall Provide the Board annually with an analysis of all schools in which the student population differs by 20 percentage points or more from the countywide majority/minority average. This analysis shall be used by the Board to make a determination as to whether action should be taken and, if so, what action to meet the goals and objectives of this policy.~~

~~When budget action and long-range facilities plan actions have been completed, the superintendent will prepare a report to the Board which summarizes the actions taken on the recommendations made with respect to the goals of this policy. The superintendent will report to the Board of Education each fall on the progress that is being made to provide quality integrated education for students in all schools. For three years following a major action, the Board shall receive as part of the report an account of the effects of Board action on the school and its community.~~

~~In addition, the analysis should include the following information which would be acquired for each school under the long-range facilities policy: Student racial and ethnic composition including trends over the last five years and student population projections.~~

- ~~4. The planning and financing of housing, zoning, and rigid code enforcement are examples of how effective leadership can help to achieve this goal. The Board will advise the Montgomery County Planning Board, County Council, and county executive of any governmental policies or practices which have or could have a beneficial or adverse impact on maintaining quality integrated education in the schools. The public schools alone cannot assure quality integrated education for all students. Other agencies, both public and private, must assume leadership to bring about greater opportunities for all persons to become part of our community fabric.~~
5. The Board commits itself to seek concerted action by all county agencies and groups to help achieve the goals of this policy. It calls upon all citizens to join it in urging other agencies to work toward achieving quality integrated education in all public schools.

F. REVIEW AND REPORTING

1. The superintendent will present the Board of Education with an annual report that which defines each school's educational load and diversity profile.
2. This policy will be reviewed every three years in accordance with the Board of Education's policy review process.

Resolution No. 837-83, October 10, 1983

Re: A MOTION BY MR. EWING TO AMEND
THE PROPOSED QIE POLICY

Mrs. Gordon moved and Mr. Abrams seconded a motion to delete "regardless of background characteristics" in A. Purpose 1. and add "a high quality education" in place of "an education" in A. Purpose 1.

Re: A SUBSTITUTE MOTION BY MS.
GUTIERREZ TO AMEND THE PROPOSED
QIE POLICY (FAILED)

A motion by Ms. Gutierrez to retain the original language in A. Purpose 1. "The Board of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities" failed for lack of a second.

RESOLUTION NO. 70-93

Re: A SUBSTITUTE MOTION BY MRS.
FANCONI TO AMEND THE PROPOSED
QIE POLICY

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

Resolved, That Section A. Purpose of the proposed QIE Policy read as follows:

1. The Board of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities.
2. Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that

they may function well as members of our pluralistic democratic society. The Board will continue to adhere to its commitment to racial and ethnic diversity in staffing in all schools.

3. This policy statement sets forth a design for achieving the combination of these two related goals -- quality education and integrated education -- while operating the schools as economically as possible.

Re: A MOTION BY MR. EWING TO AMEND
THE PROPOSED QIE POLICY

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

Resolved, That a fourth purpose be added to A. Purpose to read:

4. The Board of Education is committed to the proposition that education is most effective in an integrated setting, and that therefore a major purpose of this policy is to provide a framework for actions to ensure that the isolation of racial and ethnic groups is avoided, so that the full benefits of integration are achieved.

RESOLUTION NO. 71-93 Re: A SUBSTITUTE MOTION BY MR. ABRAMS TO
AMEND THE PROPOSED QIE POLICY

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

Resolved, That Mr. Ewing's proposed amendment read "isolation of racial, ethnic, or socioeconomic groups."

RESOLUTION NO. 72-93 Re: A SUBSTITUTE MOTION BY MR. EWING TO
AMEND THE PROPOSED QIE POLICY

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

Resolved, That a fourth purpose be added to A. Purpose to read:

4. The Board of Education is committed to the proposition that education is most effective in a diverse, integrated setting, and that therefore a

major purpose of this policy is to provide a framework for actions designed to promote diversity and to ensure that the isolation of racial, ethnic, and socioeconomic groups is avoided, so that the full benefits of integration are achieved.

RESOLUTION NO. 73-93 Re: AN AMENDMENT TO THE PROPOSED QIE POLICY

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

Resolved, That the Board of Education agree to the adoption of an introductory statement under B. Issue which includes language like the following proposed by Mr. Ewing but also includes language that speaks to the promotion of diversity and the benefits of diversity in the public schools as well as adopting the remainder of B. Issue:

"The student population in the Montgomery County Public Schools has become increasingly diverse, as the proportion of non-white students has increased. Further, the numbers of students who require specialized assistance because they lack English or adequate educational preparation have increased dramatically. The school system must respond to the needs of these children, and must do so in a setting which does not isolate them, stereotype them, or fail to educate them effectively. This education of these students is a great challenge, one to which the school system must respond with creativity, with determination and with carefully crafted educational strategies that will meet every student's need for success. The integrated settings in which this must occur must not be left to chance, but must be created and supported by MCPS."

Mr. Ewing asked that staff not redraft the policy but look at implications for other sections of the policy based on what the Board had changed. Mrs. Fanconi asked that staff insert the changes proposed by MCCPTA when the policy came back to the Board.

Re: A MOTION BY MRS. GORDON TO AMEND
THE PROPOSED QIE POLICY

Mrs. Gordon moved and Ms. Gutierrez seconded the following:

Resolved, That the proposed QIE policy be amended to move the educational load definition under C. POSITION 1. and include ESOL as one of the factors and 1990 Census data as another factor.

For the record, Ms. Gutierrez stated that Free and Reduced Meals (FARMS) data was inaccurate for non-English speaking families.

RESOLUTION NO. 74-93 Re: POSTPONEMENT OF MRS. GORDON'S
PROPOSED AMENDMENT

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

Resolved, That Mrs. Gordon's proposed amendment to the QIE policy be postponed until the Board received further information.

RESOLUTION NO. 75-93 Re: ADJOURNMENT

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

Resolved, That the Board of Education adjourn its meeting at 11:05 p.m.

PRESIDENT

SECRETARY

PLV:mlw