

APPROVED
18-1997

Rockville, Maryland
April 8, 1997

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, April 8, 1997, at 10:15 a.m.

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

Absent: none

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

RESOLUTION NO. 230-97 Re: **APPROVAL OF AGENDA**

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

Resolved, That the Board of Education approve its agenda for April 8, 1997.

RESOLUTION NO. 231-97 Re: **NATIONAL VOLUNTEER WEEK**

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

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

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

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

WHEREAS, Last year, 110 schools met the criteria and earned a citation of merit from the Maryland State Department of Education for an outstanding school volunteer program; and

WHEREAS, During the last school year more than 47,300 volunteers gave three million hours of service to staff and students and provided the equivalent hours of 1,455 full-time, 12-month employees; and

WHEREAS, If a dollar value were attached to the hours of service volunteers provided, the sum would be more than \$30 million; and

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

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

RESOLUTION NO. 232-97 Re: **NATIONAL WEEK OF THE YOUNG CHILD**

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

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

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

WHEREAS, The "**Week of the Young Child**" will be celebrated nationally during the week of April 13 through 19, 1997; now therefore be it

Resolved, That the National "**Week of the Young Child**" be observed by Montgomery County Public Schools during the week of April 13 through April 19, 1997; and be it further

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

RESOLUTION NO. 233-97 Re: **STUDENT LEADERSHIP WEEK**

On recommendation of the superintendent and on motion of Ms. Prager seconded by Ms. Signer, the following resolution was adopted unanimously:

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

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

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

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

Resolved, That the Board of Education hereby join with the superintendent of schools in designating the week of April 21 - April 25, 1997, as Student Leadership Week in Montgomery County Public Schools; and be it further

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

RESOLUTION NO. 234-97 Re: **NATIONAL PROFESSIONAL SECRETARIES WEEK**

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

WHEREAS, Professional Secretaries' Week will be celebrated nationally the week of April 20-26, 1997; and

WHEREAS, The Board of Education wishes to recognize publicly the competence and dedication of its staff of secretarial and clerical employees and express its appreciation for their efforts in the effective, courteous, and economical operation of the Montgomery County Public Schools; and

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

Resolved, That National Professional Secretaries' Week be observed by the school system during the week of April 20-April 26, 1997; and be it further

Resolved, That Wednesday, April 23, 1997, be designated as Professional Secretaries' Day for the Montgomery County Public Schools.

RESOLUTION NO. 235-97 Re: **PERSONNEL PROFESSIONAL DAY**

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

WHEREAS, Montgomery County Public Schools is a member of the Local Government Personnel Association (LGPA) of the Baltimore-Washington Metropolitan Area which represents forty-nine such jurisdictions located in the District of Columbia, Maryland and Virginia; and

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

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

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

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

WHEREAS, The program includes an Awards Luncheon scheduled for Thursday, May 8, 1997, in Gaithersburg, Maryland, to recognize and honor "the Best and The Brightest" of the personnel profession; now therefore it be

Resolved, That the Board of Education proclaim Thursday, May 8, 1997, as "personnel Professionals Day" in Montgomery County Public Schools; and be it further

Resolved, That the Board of Education support the goals and objectives of the Local Government Personnel Association; and be it further

Resolved, That the Board of Education congratulate the staff of the Montgomery County Public Schools' Department of Personnel Services on both their performance of the personnel functions and as a leader and active participant among jurisdictions.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Dr. Vance noted that Pablo Ruiz, an eighth grade student in the Humanities and Communications Magnet Program at Eastern Middle School has won the Maryland State Geography Bee. He will represent the state in the ninth annual National Geography Bee in Washington, D.C. on May 27 and 28, 1997. The Montgomery County Board of Education has received a national award for its Global Access Technology initiative to provide all schools and offices with equitable access to computers and information technologies. The county is among 24 school districts in the nation, and the only one in Maryland, to receive a Magna Awards for Outstanding Programs in School Governance, presented by The American School Board Journal and Marriott School Services to "recognize and honor school boards that are taking bold, creative steps to advance student learning." Mr. Monroe Davids, a social studies resource teacher at Montgomery Village Middle School, has been selected by Washington POST to receive the 1997 Agnes Meyer Award for Outstanding Teachers in recognition for his initiative, creativity, and professionalism in teaching. Dr. Vance also directed the attention of the Board to a display in the hall commemorating the National Records Information Management Week. This display includes student records, minutes of the Board, and pictures.

Mrs. Gordon updated the Board on her attendance at the Mid-county Citizens Advisory Committee. There were a lot of questions about facilities and program issues. This was a good opportunity to hear what about the issues from the broader Montgomery County community, and the Board ought to look into more regular interaction with the citizens advisory committees which are set up on the county.

Mr. Ewing called to the Board's attention the Howard Hughes Medical Institute's grant to MCPS. Once again, MCPS is the beneficiary of their enormous generosity and attention to the needs of MCPS students. The Board is grateful to them for this support. The Board's Subcommittee on Long-range and Strategic Planning will meet on April 14, 1997, followed by a meeting on April 16, 1997, of the Future Search Action Group that will hear from the theme groups. These meetings are open and Board members as well as others are invited to attend.

Ms. Gutiérrez commented on the economic indicators for Montgomery County. The overall picture is good and the indicators are at a seven year high with unemployment at it lowest level.

Mr. Felton reported on an article on the Washington POST about the George B. Thomas Learning Academy, which is in its 11th year of providing tutorial services to county students. He commended the superintendent and staff for their support given to this effort. He represented the Board at the White House where the President and Vice President announced the national performance standards' initiative. Maryland was recognized for its outstanding work in setting standards.

Re: SAFETY AND SECURITY REPORT

Dr. Vance invited the following people to the table: Mr. David G. Fischer, associate superintendent for the Office of Supportive Services, Dr. Steven Seleznow, associate superintendent for the Office of School Administration; Dr. Sheila Dobbins, principal of John F. Kennedy high School; and Mr. Michael Gough, director of the School Security Unit.

One cannot look at the print or electronic media today without shuddering at reports of national and regional incidents of weapon possession, drug use, school violence and bomb threats which are alarming. As the saying goes, it covers the waterfront. There is not an institution, particularly a school system whether they be public, private, or parochial, who are escaping this fact of life. Dr. Vance's observation has been that there is no other issue in our country that can unite a community more than a threat to the safety and well being of children in a public school. MCPS knows from its experiences here in Montgomery County how important safety and security issues are.

Mr. Gough presented the following report to the Board of Education. The issue of security of our children, staff, visitors and facilities remains a priority, as demonstrated by the Board of Education last month in continuing to make safety and security an action area for through 1998 and by Dr. Vance's continued focus on the issue and through his personal commitment to our success.

SUSPENSION DATA AND TRENDS

Drugs and Alcohol

According to data from the 1996 national Monitoring the Future Survey, marijuana use among 8th and 10th graders continued to rise in 1996 while use among 12th graders leveled off for the first time since 1993. The rise in marijuana use among students has occurred simultaneously with a decline in youth's perceived risk of using the drug.

MCPS drug suspension data for drug related incidents over the past three years shows:

- ! An increase from 150 suspensions (1.3 per 1, 000 students) in FY 1994
- ! 257 suspensions (2.2 per 1,000) in FY 1995
- ! 274 suspensions (2.3 per 1,000) in FY 1996 and

- ! To the end of the first semester of FY 1997 there have been 133 suspensions (1.1 per 1,000 students)

MCPS alcohol related suspensions have been significantly fewer. Data shows:

- ! 65 suspensions (.6 per 1,000) in FY 1994
- ! 61 suspensions (.5 per 1,000) in FY 1995
- ! 96 suspensions (.8 per 1,000) in FY 1996 and
- ! 43 suspensions (.4 per 1,000) to the end of the first semester in FY 1997

Drug and alcohol abuse remains an important issue. MCPS maintains a zero tolerance for the use or possession of drugs or alcohol on school property. Any possession or use of alcohol or illegal drugs by any student results in an automatic 10-day suspension and recommendation for expulsion. Efforts continue to be made in preventive measures designed to address curbing use among teenagers. A good example of those efforts is the recently announced national campaign of the Clinton administration to create a sustained media blitz about the dangers of teenage drug use.

Working with MCPS Safe and Drug Free Schools staff and the Montgomery County Police Department, MCPS trains staff to recognize drug abuse and addiction indicators and to improve skills in identifying currently used drugs and packaging materials. While supporting a zero tolerance for all use and possession of drugs or alcohol on school property, staff remains involved at their schools to identify and help students who are in jeopardy.

Weapons

Even though COMAR permits individuals to carry some types of pocket knives, the school system adopted a zero tolerance policy regarding all knives. Students have been suspended for carrying small pocket knives, Swiss army knives, and even table knives. All of these knives pose a danger to other students and staff. Possession by a student of any knife or instrument that could be used as a knife, or any other dangerous weapon results in suspension for 10 days with a recommendation for expulsion. The number of weapons related suspensions have remained about the same over the last three years, although the student population has been increasing. The data shows:

- ! 354 suspensions (3.1 per 1,000 student population) in FY 1994
- ! 385 suspensions (3.3 per 1,000) in FY 1995
- ! 348 suspensions (2.9 per 1,000) in FY 1996 and
- ! 166 suspensions (1.4 per 1,000) to the end of the first marking period in FY 1997

No student has been suspended for possessing a firearm on school property for the past year and a half. There were six such suspensions reported in FY 1994 and two in FY 1995. A firearm is defined as a weapon capable of shooting a bullet. Students have been suspended for carrying toy guns, BB guns, and pellet guns. The designs of such weapons

often create the perception and fear that they are, in fact, real firearms, and school staff treat them as such. Students possessing such weapons receive a 10-day suspension with a recommendation for expulsion. A student possessing a real firearm is automatically expelled for one calendar year, unless, on a case-by-case basis, the superintendent determines an alternative education setting is appropriate. Full prosecution, including arrest of the student, is required in all such incidents.

Physical Attacks on Students or Staff

While the student population has been steadily increasing each year over the last three years, so has the rate of suspension for physical attacks on students. Fights among students and physical attacks on students continue to account for almost half of all suspensions. The suspension data for physical attacks on students shows:

- ! 1,357 suspensions (12 suspensions per 1,000 student population) in FY 1994
- ! 1,526 suspensions (13 per 1,000) in FY 1995
- ! 1,734 suspensions (14 per 1,000) in FY 1996
- ! There were 965 suspensions (7.9 per 1,000) to the end of the first marking period in FY 1997

Physical attacks on teachers or other staff remain a serious concern. In attempts to deal with student misbehavior, some teachers and staff have been physically attacked. Generally those attacks have occurred when teachers, security or other staff have been attempting to intervene in physical attacks by one student on another. The suspension data in that area shows a slight increase from:

- ! 157 suspensions (1.4 suspensions per 1,000 student population) in FY 1994 to
- ! 180 suspensions (1.5 per 1,000) in FY 1995
- ! They remained about the same at 179 suspensions (1.5 per 1,000) in FY 1996
- ! To the end of the first marking period in FY 1997 there have been recorded 91 suspensions (.8 per 1,000)

Maintaining control of misbehavior in the classroom sets a tone for conduct in other parts of the schools. Unchecked misbehavior in classrooms potentially leads to more serious incidents in halls, cafeterias and other areas where students congregate.

MCPS is taking a proactive approach in dealing with these types of disruptions in the schools. Initiatives that help reduce incidents of assaults on students and employees, and maintain a positive, safe school climate include:

- ! the Board of Education student discipline policy,
- ! suspension of involved students,
- ! the comprehensive behavior management interventions program,
- ! Character Counts program,

- ! conflict resolution in curriculum, and
- ! peer mediation programs in the schools

Staff will continue to be diligent in efforts to provide intervention training for staff and teach children alternatives to violence. Efforts are directed at providing students with skills to maintain self-control and respond to conflict without resorting to violence.

LEGISLATION

School security related legislation has been enacted in the past two legislative sessions. Each has had a significant impact on principals' daily operations of the schools. Last year principals began to be notified of student arrests for any of 28 specific serious crimes. However, it was realized that principals needed much more information than the fact an arrest took place, including the circumstances surrounding the arrest. The additional information is needed for a principal to effectively provide security for their school and a sound educational program for the arrested student. A procedure for cooperative information exchange was developed by me with chiefs of police from the county and local agencies, and staff from the State's Attorney's Office. My staff is an integral part of gathering crucial arrest information and relaying it to principals.

There were 243 arrest notifications investigated from October 1995 through December 1996. There were 145 arrests reported in FY 1996 and 98 to December 31 in FY 1997.

This past year a law was enacted with several provisions which have strengthened the principal's and school security staff's abilities to provide a safe and secure school environment. Four of those provisions are:

- ! Principals can order restitution up to \$2,500 for damage done to MCPS property
- ! Increased authority of principals to suspend a student for 10 days for serious offense
- ! Enhancing the program of comprehensive behavior management by providing that all school system personnel may take reasonable action necessary to prevent violence on school premises or on a school-sponsored trip.
- ! In the past when searching a student, it was only permissible when there was reasonable suspicion to believe the student possessed something that was a violation of a criminal law in Maryland. This year the reasons allowed for searching a student include possession of any item that is a violation of any state law, or rule or regulation of the Board of Education.

TRAINING

Exposure to a wide range of training topics each year has enabled school-based security staff to maintain a high level of competence. That competence is evident in the calm and

professional manner in which they respond to serious incident situations occurring within MCPS.

Security staff work with personnel specialists to ensure that highly qualified candidates are referred to principals for selection as security team leaders and security assistants. Personnel services staff are working with several community-based organizations to intensify a process to add race and gender diversity to the applicant pool. I have added a bilingual, bicultural crisis support staff person to my team. He will assist personnel staff in a focused recruitment effort to establish larger applicant pools of minority candidates for security positions.

Security Staff

The security division receives input from principals and staff to guide us in identifying training needs. The training is designed to develop employees who are responsive to students' needs and who approach student misbehavior in a consistent and fair manner. Each year the security division provides about 32 hours of in-service training for all school-based security staff and student monitors. School-based administrators, pupil personnel workers and other MCPS staff also attend.

Other MCPS Staff Training

Security staff has provided additional training to others within MCPS. This past year 1,200 bus operators and attendants received wide variety of training, including a session titled "Violence on the Bus," conducted by security division staff. Security staff conducted a one-day security awareness training for assistant principal interns and acting assistant principals. The security division also sponsored a two-day "Crime Prevention Through Environmental Design" seminar which was attended by MCPS architects and county police personnel. Crime prevention briefings for principals' staff meetings, and security training for building service managers, night leaders and weekend building service workers were also provided by my staff.

Well trained security staff serve as a resource for principals on serious incidents involving police activities near schools, bomb threats, disruptive visitors, and ongoing inappropriate behavior in schools.

SECURITY FOCUS

Comprehensive Behavior Management Interventions

A security program cannot be the sole mechanism for dealing with violence caused by students. Maintaining order in schools requires there be a means to deal with behavior management of students on a daily basis. Your adoption of the student discipline policy is enhanced by the comprehensive behavior management interventions program under the leadership of Mr. Anthony Paul, the program coordinator. Under this program school staff

are trained to increase their knowledge and skills in creating a positive school climate, using surface management techniques, and using effective crisis intervention techniques. Each Summer since 1995, Mr. Paul and his staff have been using the training-of-trainers model to expand this program to additional schools. The program empowers all adults in the school building to take an active role in controlling unacceptable behavior.

Special Preventive Interventions

On March 18 Governor Paris Glendening and Lieutenant Governor Kathleen Kennedy Townsend hosted the kick-off of the Maryland Hotspot Communities Initiative. The project will identify 36 HotSpot Communities, two of which will be reserved for Montgomery County. A local county coordinated effort by the county executive, state's attorney, courts, probation, schools and community residents will identify areas in the county that may qualify and make them the focus of grant applications. Each of the HotSpot Communities selected by the Governor's Office of Crime Control & Prevention, will receive a share of \$3.5 million in state and federal grant funding to support comprehensive anti-crime strategies. Key components of school system involvement may include youth after school activities, truancy prevention and Safe and Drug Free Schools Programs.

Captain Joseph Price, the commander of the Germantown Police District Station, has developed a community-based response to community problem areas in his district. This Problem Action Team approach is a cross-agency, community directed, work team designed to effectively deal with community tensions and problems. Initially the team will be comprised of representatives from the Up County Services Center, MCPS principals and staff, community residents and police officers.

Another area requiring special preventive interventions is racially-based human relations problems. Recently, the Office of School Administration (OSA) assessed the extent to which human relations problems at schools are based on racial issues. OSA is reviewing selected schools to determine existing and potential problems.

Bomb Threat Response Review

Since the beginning of FY 1997, MCPS has reported 10 bomb threats at schools or other facilities. Until this fiscal year, no explosive device was found on school property. A work group was formed this year with a wide perspective from the police, fire marshal's office and MCPS staff. Work is in progress on a crisis response plan and recommendations to the superintendent. The superintendent has taken a proactive step and issued letters to parents, students and staff about the serious issue of bombs. The letters, developed in collaboration with the Montgomery County Department of Fire and Rescue Services, Division of Fire Investigation, included a list of questions and answers developed to increase awareness and ability to identify explosive devices.

Closed Circuit Television

At the beginning of this school year a 16 camera closed circuit television system was installed at Seneca Valley High School and paid for with their independent activity funds. While the effectiveness of the system is still under review, it has been instrumental in identifying students attempting to damage school property, making threatening telephone calls from a pay phone in the school, and an assault on a student. A smaller, four camera, monitoring system has been used at Damascus High School since the completion of their modernization. That system has been successful in identifying students breaking in to vending machines and attempting to damage the video cameras. The systems have been good investigatory tools used to identify students involved in misconduct and used at parent conferences and disciplinary hearings to support suspension decisions made by principals. Both systems will continue to be evaluated for long-term impact in school applications.

Security Initiatives for Athletic Events

In order to maintain student, staff and visitor safety at athletic events where students and others are together in a large group, the participating schools' principals and athletic directors collaborate with security division staff on event security. They make arrangements for needed security and police officials. To enhance the security of athletic teams while they are off site, athletic funds were used to purchase portable telephones for coaches and athletic directors to use in emergencies.

CONCLUSION

By maintaining zero tolerance for prohibited activities staff has been providing a safe and secure school environment for the staff and an increasing student population. Staff will continue to identify areas for improvement and develop proactive programs. Developing a systemwide security awareness and providing an experienced, highly trained security staff presence in schools are cornerstones of the safe schools model. One indicator of the success is a high level of parent and student comfort with the safety and security of their schools as revealed in the most recent satisfaction surveys (1994-96) of parents and students in elementary, middle, and high schools. In the surveys:

- ! Most elementary school parents said they felt their children were safe in school and discipline was not a problem
- ! Middle and high school parents felt similarly about those aspects of their children's schools
- ! 7 out of 10 students at each grade level agreed that they felt safe in their schools

The programs of the security division in collaboration with the initiatives of individual schools and the comprehensive behavior management program, provide the necessary means of dealing with everyday disorder occurring in the schools. To continue the successes staff must:

- ! continue to integrate conflict resolution concepts in curricula,
- ! enhance the peer mediation programs,
- ! maintain a zero tolerance for drugs, alcohol, and weapons on school property,
- ! enhance Safe and Drug Free Schools programs
- ! expand to all schools the comprehensive behavior management interventions program,
- ! and continue to maintain a strong school-based security program.

All of these efforts will allow success for every student through a world class education to flourish without being impeded by antisocial behavior. MCPS is proud of the school system, of the students and the collaborative approach MCPS are all taking.

The Board members thanked the staff for a comprehensive report and brought up the following issues and observations:

1. Mr. Felton asked about the physical plant such as lighting, monitoring, and space, and is staff carrying this theme into facilities design. Very often it is a perception of safety and security which is very much influenced by crowds or design. Sometimes it is about the culture for school from one to another. Mr. Gough and Mr. Wilder assured Mr. Felton that safety and security are designed into all new construction as well as modernizations. Dr. Seleznow stated that the culture is a critical factor. The aim is having a good school where all students are challenged, all students are valued and recognized, and the climate of fairness and harmony, and there will be fewer disciplinary problems.
2. Dr. Cheung examined the information on suspensions per a thousand students. He asked if those were individual suspensions or did some students have more than one suspension? Second, if those students have violated our policy be it alcohol, drugs, weapons, or other areas, is there a pattern in terms of characteristics of students?
3. Ms. Gutiérrez thought that the school system needed to be very much aware of resources within the total budget, and are those expenditures effective? She asked what is the current total staff, and how is staff allocated? She also requested information on the total staff, what is the current diversity, and has there been any gain in diversity. Mrs. Gemberling replied that allocations are made through a combination of size and grade level of the facility and the records of incidents.
4. Ms. Gutiérrez was also concerned about the lack of data in the report. She was particularly concerned with an increase in marijuana use. Safety and security are really a continuum, and are part of a lot of other things that the school system does. She was also delighted to see in the report the comprehensive behavior management initiative under Mr. Paul. She thought it was urgent to integrate and to make sure that every one of the security personnel has gone through the course whether the school has gone through it or not.

5. Ms. Prager stated that MCPS is really a microcosm of society at large. While it may be only two or three percent of students, but when it is put in the large perspective, those are the students that drive the news that drive perception. Most important, these students affect the attitudes of the other 97-98 percent. There is a level of tolerance that other people have for specific actions and the indifference and end results of the actions of these students. When observing these students (2 -3 percent), they have disregard for other human beings and disregard for themselves. Drug use among students needs drastic action to change. Maybe, there is a need to reevaluate whether DARE programs at the elementary schools are really working. Physical attacks are discouraging, and how it has increased student to student. The short-term solution is the on-site observation and making sure that teachers are around kids and just the adult presence.
6. Mr. Ewing thought that one issue that needs to be sorted out more clearly is the issue of roles. In some respects, the safety and security assistants are asked to be all things to the school system: both policeman and social worker; friend and controller. Safety and security workers really have many possible roles, but the prevention of unacceptable behaviors by their presence and by their restraints are their primary objectives. He urged the system to attempt to be clearer for the public and the system about those roles. Physical violence is the biggest single issue that people look at — people in the community and parents in particular — as reasons to believe that the school system can or cannot provide an appropriate setting for teaching and learning. He thought that there should be an increase in the system's efforts, but the question is where and how. If the system fails to take immediate action when an infraction occurs to do that, MCPS is failing to support its students and teachers. Clearly, there is a need for more schools and programs for students whose behavioral problems are so severe that they simply cannot function in the classroom, and worse they make it impossible for other students to function and for teachers to teach. He also thought it was clear that there is a need for a vigorous and comprehensive systemwide program for instructing students in moral values and ethics. He suggested a carefully designed survey with a random sample that gets some really solid data about what people think about this student behavior.
7. Ms. Signer stated that safety and security is still a critical issue in the minds of the community. The report presented no data, however, on expulsions. The school system routinely recommends suspension with a recommendation for expulsion, but very seldom are those chronic, repeat offenders expelled. She asked for data on expulsions, and what percentage of our suspensions become expulsions and under what circumstances. There is a need to find alternative environments for those kids who are repeat offenders for serious incidents. In the survey, seven out of ten students at each grade level agreed that they felt safe in their schools; however, 30 percent do not feel safe in their schools. She asked that the data be disaggregated

for secondary schools. Further, does the data on schools where students did not feel safe correspond to reported incidents?

8. Mrs. King stated that her daughter really does feel safe in the school, and she commended the safety and security people. One thing that bothered her was that her youngest child now is not shocked by anything, and that society has gotten to that the point.

RESOLUTION NO. 236-97 Re: PROCUREMENT CONTRACTS MORE THAN \$25,000

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

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

WHEREAS, It is recommended that Bid No. 93-97, Voice Mail, be rejected due to a change in requirements; now therefore be it

Resolved, That Bid No. 93-97, Voice Mail, be rejected; and be it further

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

46-97 Office Papers

Awardees

Nationwide Papers	\$ 839,860
Frank Parsons Paper Company, Inc.	54,287
ResourceNet International	21,546
RIS Paper Company, Inc.	163,414
Unisource	<u>231,153</u>
Total	\$1,310,260

96-97 Air Filters

Awardee

Air-Tech Products, Inc.	\$ 112,618 *
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232-97 Telecommunications, Broadband and Network Wiring

Awardees (see note on page 2)

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

302-97 Art Supplies

Awardees

Beckley Cardy, Inc.	\$ 9,802	
J.L. Hammett Company	14,486	
Integrity School Supplies	20,917	*
Jackman's, Inc.	4,057	
Logan's Marketing	3,907	*
National School Supply	134,814	
Pyramid School Products	23,081	
S & S Worldwide	362	
Sax Arts and Crafts	3,918	
Standard Stationery Supply Company	<u>2,315</u>	
Total	\$ 217,659	

310-97 Cafeteria Disposable Supplies

Awardees

Acme Paper and Supply Company	\$ 49,484
C & K Manufacturing and Sales Company	4,760
Calico Industries, Inc.	8,749
S. Freedman and Sons, Inc.	27,358
Kahn Paper Company, Inc.	304,923
PK International Company, Inc.	<u>163</u>
Total	\$ 395,437

MORE THAN \$25,000

\$3,535,974

* Denotes MFD vendors

RESOLUTION NO. 237-97 Re: **CAPITAL PROJECTS TO BE CLOSED EFFECTIVE
JUNE 30, 1997**

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

WHEREAS, The Board of Education annually closes capital projects and transfers the unencumbered balances to the appropriate accounts; and

WHEREAS, The Department of Facilities Management has reviewed capital projects that may be closed effective June 30, 1997; now therefore be it

Resolved, That the superintendent be authorized to close, effective June 30, 1997, capital construction projects listed below and to transfer the local unencumbered balances totaling \$192.08, subject to final audit, to the local Unliquidated Surplus Account:

<u>Project No.</u>	<u>School</u>	<u>Balance</u>
211-013	Julius West Middle School	\$ -0-
248-001	Forest Oak Middle School	-0-
305-211	Jackson Road Elementary School	-0-
415-007	N. Chevy Chase Elementary School	-0-
555-205	Rosemont Elementary School	-0-
701-015	Damascus High School	52.78
707-001	Rocky Hill Middle School	42.19
786-206	Georgian Forest Elementary School	-0-
798-015	Springbrook High School	-0-
807-004	Brookhaven Elementary School	-0-
9939-39	Works of Art	97.11
9970-70	Educational Technology Learning Hubs	-0-
9991-91	SIMS	-0-
		<u>\$192.08</u>

now therefore be it

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

Resolved, That the county executive be requested to recommend approval of these actions to the County Council.

RESOLUTION NO. 238-97

Re: **GRANDSTAND SEATING REPLACEMENT AT
GAITHERSBURG HIGH SCHOOL**

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

WHEREAS, The following sealed bids were received on March 20, 1997, in accordance with MCPS procurement practices, for grandstand seating replacement at Gaithersburg High School, with work to begin on April 9, 1997, and to be completed by May 30, 1997:

<u>Bidder</u>	<u>Amount</u>
1. Modern Door and Equipment Sales, Inc.	\$ 92,512
2. J. R. Sellman, Co.	170,000

and

WHEREAS, The low bid is below staff estimates, and Modern Door and Equipment Sales has completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That a contract for \$92,512.00 be awarded to Modern Door and Equipment Sales for grandstand seating replacement at Gaithersburg High School.

RESOLUTION NO. 239-97

Re: **ACCEPTANCE OF STRATHMORE ELEMENTARY
SCHOOL**

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

WHEREAS, Strathmore Elementary School was duly inspected on March 3, 1997; now therefore be it

Resolved, That Strathmore Elementary 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 is 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. 240-97 Re: **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE HOWARD HUGHES MEDICAL INSTITUTE SUMMER BIOTECHNOLOGY PROGRAM AT THE THOMAS EDISON HIGH SCHOOL OF TECHNOLOGY**

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

Resolved, That in accordance with the resolution from the Montgomery County Public Schools Educational Foundation, Inc., the Board of Education accept the interest earnings from a grant to the foundation by the Howard Hughes Medical Institute; and be it further

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects, a grant award of \$1,728 in interest earnings from the Howard Hughes Medical Institute through the Montgomery County Public Schools Educational Foundation, Inc., for the Howard Hughes Medical Institute Summer Biotechnology Program at the Thomas Edison High School of Technology in the following category:

<u>Category</u>	<u>Amount</u>
3 Other instructional costs	\$1,728

and be it further

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

RESOLUTION NO. 241-97 Re: **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE COMPUTERS FOR CLASSROOMS PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects \$250,000 from the sale of reconditioned computers in the Computers for Classrooms project in the following category:

<u>Category</u>	<u>Amount</u>
3 Other Instructional Costs	\$250,000

and be it further

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

RESOLUTION NO. 242-97 Re: **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE CONNECTOR CORPS SERVICE LEARNING PROJECT**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects a grant award of \$24,175 from the U.S. Department of Education AmeriCorps Project via the Maryland State Department of Education for the Connector Corps Service Learning Project in the following categories:

	<u>Category</u>	<u>Amount</u>
2	Instructional Salaries	\$20,945
3	Other Instructional Cost	1,250
10	Fixed Charges	<u>1,980</u>
	Total	<u>\$24,175</u>

and be it further

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

RESOLUTION NO. 243-97 Re: **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1997 Provision for Future Supported Projects a grant award of \$56,297 from the

Maryland State Department of Education, under the federal Dwight D. Eisenhower Professional Development Act, Title II, to provide training to improve the mathematics and science backgrounds and interdisciplinary teaching methods of elementary and secondary teachers, in the following categories:

<u>Category</u>	<u>Amount</u>
2 Instructional Salaries	\$ 48,875
10 Fixed Charges	<u>7,422</u>
Total	<u>\$ 56,297</u>

and be it further

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

The Board recessed for lunch and closed session from 12:00 to 1:45 p.m.

Re: **PUBLIC COMMENTS**

The following people appeared before the Board of Education:

<u>Person</u>	<u>Topic</u>
1. Daniel Prager	Global Access
2. David Robinson	Global Access
3. Robin Hartman Iva Kittrell	Alternative Community Schools Project

Mr. Ewing asked the superintendent to report back to the Board on the two proposals presented to the Board at Public Comments.

RESOLUTION NO. 244-97

Re: **UTILIZATION OF FY 1997 FUTURE SUPPORTED PROJECT FUNDS FOR THE CAREER CONNECTIONS - A SCHOOL-TO-CAREERS PROGRAM**

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1997 supplemental appropriation of \$720,720 in federal funds through the Maryland State Department of Education, under the School-to-

Work Opportunities Act for Career Connections -- A School-to-Careers Program in the following categories:

<u>Category</u>	<u>Position*</u>	<u>Amount</u>
2 Instructional Salaries	1.0	\$156,602
3 Other Instructional Costs		528,009
7 Student Transportation		2,000
10 Fixed Charges	—	<u>34,109</u>
Total	<u>1.0</u>	<u>\$720,720</u>

* 1.0 Project Specialist, Grade 21 (12 month)

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 resolution to the County Council.

Mr. Ewing stated for the record: "I still do not understand how this is going to be without cost once grant funds run out."

RESOLUTION NO. 245-97 Re: **PERSONNEL APPOINTMENT**

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

Resolved, That the following personnel appointment be approved effective April 9, 1997:

<u>Appointment</u>	<u>Present Position</u>	<u>As</u>
Pamela A. DeFosse	Acting Instructional Specialist, Division of Programs and Services	Supervisor, Division of Speech and Language Programs

Re: **ANNUAL REPORT OF THE MENTAL HEALTH
ADVISORY COMMITTEE AND SUPERINTENDENT'S
RESPONSE**

Dr. Vance invited the following people to the table: Ms. Agnes Leshner and Mr. Craig Winslow, co-chairs of the committee; and Mr. Anthony J. Paul, supervisor of the Department of Special Education and liaison to the committee.

The committee made the following recommendations:

RECOMMENDATION 1: Continuation of the Cluster Model Program and Intervention Training

The Cluster Model Program and the Comprehensive Behavior Management Intervention Training should be strengthened in two important ways. First, a timetable should be established to ensure that the cluster model programs are expanded to meet the needs of more students experiencing significant emotional and/or behavioral difficulties. This timetable should also be established to ensure that the intervention training is provided to all schools as soon as possible — along with requisite follow-up support by the management team. Second, this training should be made available to additional professionals in the community who work with MCPS students. Although this may necessitate additional support by the management team (with associated expense), the costs would be modest relative to the benefits to the school system.

RECOMMENDATION 2: Increase Availability of Psychologists and Other Mental health Professionals

To the extent possible, additional resources be allocated toward increasing the availability of psychologists and other mental health professionals to provide advice and assistance to school personnel and services directly to students as appropriate. We applaud the expansion of mental health services through The Linkages to Learning program. We advocate expanding Linkages to other schools in the county.

RECOMMENDATION 3: Modify the Composition of the Mental Health Advisory Committee

In order to better fulfill the committee's mission, it would be helpful if its membership was increased. The committee recommends that the number of community-at-large members be increased from three to six. Further, the Committee suggests that representatives of local affiliates of mental health advocacy and support organizations be recruited to fill additional positions.

The Board members thanked the committee for an excellent report and focused on the following issues.

1. Ms. Gutiérrez asked if there were enough staff available and/or could outside trainers be added to expand the Comprehensive Behavior Management Intervention Training?
2. Ms. Gutiérrez suggested that there be one intensive session for safety and security personnel for Comprehensive Behavior Management Intervention Training.
3. Mrs. Gordon asked if the committee considered or suggested changes in the role of the psychologist.
4. Regarding the committee's recommendation to add three members to the committee, Mrs. Gordon suggested that the Board review the charges and composition of all its advisory committees prior to the December meeting.
5. Ms. Prager thought the health curriculum should be taught at the middle school level as well as the high school level.
6. Mr. Felton asked about the role of volunteers in the mental health field.

RESOLUTION NO. 246-97

Re: **ANNUAL REPORT OF THE MENTAL HEALTH
ADVISORY COMMITTEE AND SUPERINTENDENT'S
RESPONSE**

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

Resolved, That the Board of Education accept the Annual Report of Mental Health Advisory Committee and its recommendations.

Re: **GLOBAL ACCESS UPDATE**

Dr. Vance invited to the table Dr. Joseph S. Villani, associate superintendent for the Office of Global Access Technology. The presentation was divided into three parts: October 1996 Technology Conference of the National Federation of Urban-Suburban School District, States of Individual Student Profile Development, and Plan for Educational Technology Implementation.

National Federation of Urban-Suburban School Districts

One of the most exciting educational technology applications seen at the October 1996 technology conference of the National Federation of Urban-Suburban School Districts was a computerized comprehensive student information system in use in the Davis County School District in Utah. This system enables teachers to enter data and information related to students and classes. Teachers use the system to take attendance, record grades, post homework assignments, and make comments on individual students. All

student records are kept through this computerized system, and staff from Davis County reported ease of use and operational improvements. The system is "web enabled" so that the Internet can be used to enter and retrieve the information. This system has many of the features of the "Individual Student Profile" that Montgomery County Public Schools has been working toward since it was conceptualized by Dr. Cheung several years ago.

Parents are able to obtain current (real time) information about class attendance, homework assignments, grades, and other topics related to their children. Parent access is allowed over the Internet via security measures including personal identification numbers. This project resulted from a partnership with the regional telephone company, which also is an Internet service provider. The company provides Internet access to parents.

Mrs. Gordon reported that of the things that has happened in the State of Utah is that they have a statewide initiative dedicating \$70 million for technology. In concert with that, the business community has dedicated \$70 million, and the local school districts are dedicating \$70 million based upon what they get from the others. These are applications and initiatives that are across the entire state of Utah, and are supported by the governor, the state board of education, and the legislature. The thing that was striking was not so much the fact that parents could access student information, but it was the sense of the whole system that this information is available and is expected to be maintained by every teacher for every student across the state. They are putting technology in the schools with applications that helps them identify the needs of their students. They have worked with the local libraries in order for parents to access student information from that location as well as kiosks in business and banks. This is the first year that student information is available for students, but it has been available staff, administrators and students. The other piece of this is that every student in Davis County, Utah, has an individual student plan that is, not what they have done, but what the goals are for the education of the child. There is a conference every semester that includes the teacher, parent(s), and the student to develop and update this plan.

Dr. Cheung described how Davis County uses the input information for each student. It was developed with the help of the teachers, parents, and students; the ones that need the information the most. This information could eventually be accessed for administrative management. The teachers are committed to input the information because it is useful to them in helping the learning of each child. The parents have more information and are better able to help their child. The children are interested because of the feedback from the teachers and parents. It is not exactly the student profile that Dr. Cheung would like to see developed in MCPS, but it is a beginning. The conference between the student, parents, and teacher was impressive in establishing goals with and for the student with the full agreement from all participants. First, they talk about (1) what the student has done well and in what area(s); (2) what area(s) need improvement; and (3) what is to be

accomplished in an agreement among all parties. At the secondary level, they include careers or college choices, and what is required. With the data available, the students' progress toward those set goals can easily be tracked.

Status of Individual Student Profile Development

As part of the Global Access effort to increase productivity, the student database that has been the foundation of MCPS student applications on the central server/mainframe for the past 20 years is being converted to a new relational database. Current applications accessing that operational database, including enrollment, scheduling, attendance, report cards, transcripts, and CRT and MSPP reports, will be converted to new software accessing the new database. This conversion will give all applications an easy-to-use online component for data entry and retrieval and solve the Year 2000 date problem of the current database and applications.

The Special Education Information System, which will become a module of the comprehensive Student Information System, is being programmed by MCPS staff using software development tools and forms designed for the relational database. No commercial off-the-shelf software product that would meet MCPS special education needs could be found. The pilot system is being tested now in a few schools. Plans call for implementation in all schools during 1997-1998.

A Request for Information on commercial off-the-shelf Student Information System software products that can access the relational database for enrollment, attendance, scheduling, grading, transfers, and test history applications were sent out by MCPS in January 1997. Three products of vendors responding to that request are being examined currently for applicability to MCPS needs. By July 1, 1997, a Request for Proposal should be written, bids received, and a contract awarded. Only one of the three systems being examined currently includes a student profile. If that system is not selected, MCPS staff will need to look for other student profile products or program that module internally.

Ms. Gutiérrez was concerned about not addressing some issues that were paramount for the Board to consider prior to implementation of the global access plan. The what and the how needs a better definition. The individual student profile is at two levels. The first level is student records which are currently available and used every day in the schools. The second level goes further into individual student and learning capabilities. She was very concerned because of the enormous privacy issues. The report should have highlighted what Fairfax County has just gone through with the community being upset by the initiation of a system similar to what is being proposed for MCPS. Those issues warrant consideration at the highest level and do not involve the mechanical or technical complexities. Before the second level of the student profile is implemented, questions must be addressed and answered on (1) what is available about a student, (2) how is the

information used, (3) who uses it, (4) what is appropriate, and (5) who needs it. The Board should approve this plan prior to implementation.

Dr. Cheung stated that in an information society there is more data and information. Then, the question is how that information is used, and that is the question the Board needs to answer. We are now putting together data for teachers to help the students learn. In protecting the privacy of the information, there is a need to know the child's name, identification number, birth date, among other things. He did not understand being overly concerned about privacy instead of thinking about how data can facilitate the child's learning and developing an individualized plan. The school system must welcome this advance with, of course, assurances of privacy.

Mr. Felton restated the concern that there is a need for privacy when moving into technology and their needs to be a balance between privacy and accessible data.

Mrs. Gordon hoped the focus was not on parents getting information, but rather the key that educational professionals in the building have access to student data. It should become a tool that enables the professionals to assist students and one another in dealing with issues of students learning as well as supporting that student in being successful.

Ms. Signer stated that it is as important for the parent to have access to their children's data as it is for the educators in the building. As a parent, she would want to know if her child was absent for no reason as well as grades in order to intervene in an appropriate way.

Plan for Educational Technology Implementation

Global Access Technology staff worked with Mr. Bruce Crispell, MCPS demographic planner and coordinator of the MCPS strategic planning process. In February 1996, the entire office staff of about 180 members and Mr. Crispell began the planning process by spending a day with an outside consultant examining the vision and goals of the Global Access project. As office leadership staff of about 20 members continued planning throughout the spring, they identified the fundamental need to realign Global Access staff into teams based on function. This reorganization, including the appointment of four team directors, took place over the summer and into the fall of 1996. The *Plan for Educational Technology Implementation: The Global Access Project and Beyond* is the result of this extensive planning process.

Mr. Felton observed that each Board member comes from a different perspective on what ought to be there based on experiences and constituencies. It is important to continue the dialogue so there is a sense of what is of interest to various Board members. If Board

members have specific questions, they have access to the superintendent or Global Access Technology staff.

Mr. Ewing commented the staff in taking seriously the framework for strategic planning and has used the categories in a way that is clear and useful. It is a good first shot at a strategic plan for the global access project. Whether individual Board members agree all together with the goals, strategies, and the plans, is another matter. In terms of the framework, it is a good job of putting together a reasonable approach to a long-range plan.

Ms. Gutiérrez thought if the cover on the report talked more about a work plan for the Office of Global Access Technology for 1996-98, she would have less of a concern with the content. It makes assumptions, states goals, and strategies that the Board has not had a chance to review, adopt, or confirm. She was quite concerned to see it as a plan for educational technology implementation. She did not think that the goals that are established in the report are necessarily the goals for the system, but goals that are appropriate for a unit that has been identified for implementation. With the larger perspective missing, the report is at odds with the policy that stresses equity. The repetitive of equity in the policy was designed to eliminate the gap between the "haves" and "have-nots" would widen. The system needs to start with a needs assessment and a requirement analysis of the educational system. There is nothing in the report that has involved the external users — the teachers and the students. There is a long list of things to be done in the work plan, but there is no evidence that it is the right approach or sequence. Before the Board adopts the work plan, that analysis has to be done. Further, cost is never mentioned in the work plan. Cost effectiveness has been the number one focus that the County Executive and County Council has had. There is no mention of being concerned about cost effectiveness and the management of those resources as well as the effects of productivity gains. Where are the measures? How is the system going to justify this enormous investment of money in terms of education benefit and good use of resources? From a technology planning approach, the work plan seems to a very preliminary listing of items. There needs to be benchmarking on the tradeoffs within the system and is not evident in the plan. The whole idea of evaluation indicators has not been built into the plan. Another concern of hers was the perpetuity of the unit, staff, and functions. This was a project that would be accomplished and would be institutionalized in the system without a need for high level positions and functions.

Mr. Felton encouraged Board members to spend time with staff to get answers to detailed questions. The school system should be proud of what it has accomplished, and as it comes into the next stages there are issues that need to be resolved in the excitement of helping students. In making technology decisions, how does the system balance present decisions with future technological advances? Dr. Villani replied that the system concentrates on open-ended systems and keeping staff up to date on new technologies.

Ms. Signer stated that great strides have been made in moving toward equity across the county and incorporating technology into the schools. She complimented Dr. Villani and staff for moving the school system in the right direction with cutting edge technology.

Ms. Gutiérrez asked about justifying the systems in response to the Year 2000 problem. If the system is to use that argument, the school system must substantiate it a lot better. The current lines of code that need to be changed compared with buying new equipment and the impact of both should be analyzed. The school system will be questioned about this approach.

Mrs. King commended Dr. Villani, and the Board will need to rely on staff to respond to the issues of security, among other things.

Dr. Cheung echoed Mr. Ewing's comments since not too many managers have a strategic plan. As a Board member, he knows the direction of the plans and the details can be discussed and approved later.

Mrs. Gordon stated that this was an excellent discussion. The school system has moved well beyond where she thought it would be when global access technology was started. This is doing something that is changing teaching and learning, and improving both. The opportunities provided to the students are impressive, and the school system has won an award for it.

Re: FINAL LEGISLATIVE REPORT

Mrs. Lois Stoner, legislative aide, reported that unlike most legislative sessions, the 1997 Maryland General Assembly did not pass the budget until the last day of the session. As required by the Maryland constitution, the governor had issued a proclamation on March 31, one week before the session was scheduled to end, extending the session if necessary to adopt the state budget. Because the governor was unwilling to issue a supplemental budget incorporating additional school funding before several of his major initiatives were passed, and Speaker Taylor would not move the Baltimore City school reform bill without the supplemental budget, these two actions awaited passage of several unrelated bills - the income tax reduction and "Smart Growth." Not until late on Friday, April 4, was basic agreement reached by the House and Senate leadership on "Smart Growth", enabling the governor to issue the supplemental budget that incorporated \$31.1 million for additional state education aid for the 23 county school systems.

The receipt of the supplemental budget enabled the House Ways and Means and Appropriations Committees to vote out the Baltimore City reform bill on Saturday morning and bring it to the floor late Saturday afternoon. After several attempts to amend the bill failed, including an effort by Montgomery and Prince George's County legislators to

increase the state aid package for the counties, the bill passed on a 78-61 vote. Because the vote was so close, the Senate took rather unprecedented action for a controversial major bill by concurring with the House amendments to the Senate bill, rather than establishing a conference committee. In announcing this, Senator Hoffman stated that it is likely that legislation will be introduced next year incorporating some of the different Senate provisions.

Because the state budget was not approved by the legislature until the final day of the session, it was impossible to move other bills with budgetary implications, such as the companion bills that would have permanently increased funding for Limited English Proficient students by removing the two-year cap and increasing the per pupil allotment. The additional supplemental budget funding for this program is derived from a calculation that removes the cap, but it applies only to FY 1998. School systems now have unanswered questions as to how restricted the supplemental budget education program funds are. The new law provides little guidance as to whether the New Targeted Poverty Program grants, for example, must follow the existing Targeted Poverty program guidelines, or may be used more broadly to help low income students. Similar concerns exist for the Aging School Repair Program and the \$2 million Gifted and Talented grant to MCPS.

Various suggestions have emerged for task forces or committees to study education funding over the interim. In addition to Delegate Hurson's proposal to take a broad brush look at state education aid, Speaker Taylor plans to establish a joint legislative committee (Maryland Education Initiative Task Force) to evaluate state education funding for at risk students prior to the 1998 session. Senators will be invited to join the task force, but it is not clear whether non legislative members will be added.

Other Bills

Domicile - HB 364 - Public Schools - Domicile: This bill, introduced by the Baltimore County administration, makes clear that students must attend school in the county where they are domiciled. Its outcome was in doubt after the House amended the bill to permit students to attend school in a county where either parent was domiciled. Fortunately, the Senate stripped that amendment, and the House concurred after lengthy discussion with representatives of LEAs.

Pager bills - HB 746 - Public School Property - Possession of Portable Pager and HB 797 - Portable Pagers on School Property: These two bills amend the pager law by adding an exemption and easing the requirement for contacting police. HB 746 permits students to have pagers in vehicles on school property if they are not used for criminal activity; HB 797 gives principals an option as to whether to call police the first time a student is found with a pager on school property, but requires

the contact on subsequent offenses. Current law requires the principal to contact police on the first offense as well; as amended by the House, the bill would have made police contact optional no matter how many times the student violated the pager law. The Senate strengthened the bill, and the House concurred after senators and delegates were contacted by PSSAM and several LEAs, including MCPS.

Pesticides - Despite numerous meetings beginning early in the session of MABE, PSSAM and environmentalists with Senate and House committee leadership, these bills all failed. At one point a compromise was emerging that would have required universal notification prior to pesticide applications in elementary schools, but notification only to those registered as sensitive to pesticides on the secondary level. However, the committees dealing with this legislation were also responsible for the governor's priority bills on "Smart Growth", which had to be reconciled if the supplemental budget and the Baltimore City school reform bills were to pass. Clearly, "Smart Growth" took precedence, but the pesticide issue will be on next year's agenda.

Professional Standards and Teacher Education Board - HB 527 - Professional Educators - Certification: This bill, which would have given PSTEB sole responsibility for certification and preparation requirements for teachers and other professional personnel, failed in the House Ways and Means Committee, but only after three committee votes. On the first vote the bill was only one vote short of the constitutional majority required; it fell two votes short on the two other tries as various delegates "walked". MSTA worked hard for this bill, but the State Department of Education and local school systems worked equally hard to defeat the measure. It, too, will be back next year, with elections looming on the horizon.

Miscellaneous - Companion bills making permanent the provision permitting students to be exempted from kindergarten if they are enrolled full time in a licensed child care center or a registered family day care home or part time in a Head Start five-year-old program passed easily. Despite opposition from Prince George's County Public Schools and your request to extend the sunset provision for three years, the bills moved through with support from MSDE, the Maryland Committee for Children and day care operators.

Several bills on which the Board acted passed, but only after extensive amendment. HB 697 - Education - Homeless Children merely creates a task force to review policies for educating homeless children in Maryland, based on the federal McKinney Homeless Assistance Act, making it a shadow of its former self, according to the sponsor. The gifted and talented bills - HB 494/SB 230 - Gifted and Talented Student Education - Excellence in Education - Incentive Grant

Program were also amended to require only those LEAs that receive incentive grants to develop and implement programs for gifted and talented students, provide staff development and disseminate information to parents. MSDE must develop regulations to evaluate effective programs and monitor their services. It is not clear whether the \$2 million grant for MCPS in the governor's supplemental budget is subject to this legislation.

HB 1361 - Public Schools - Publishing of Courses and Alternative Activities, the bill requiring school systems to provide information in their course catalogues about alternative activities available to students in any courses, passed. This should mean that the "dissection" bill will never again rear its head.

Local Bills

Three local education-related bills passed: HB 908 - Montgomery and Prince George's Counties - School Board Election Districts - Boundaries, making the southeastern boundary for School Board District #4 coterminous with the new Montgomery County boundary incorporating Takoma Park; HB 961 - Montgomery County Board of Education - Election of Student Member, permitting middle school sixth graders to vote for the student member of the Board; and HB 965 - Montgomery County - School Buses - Charging of Fees Prohibited, clarifying that a bus fee may not be charged by MCPS for transporting students between their homes and school. The statewide bill failed.

RESOLUTION NO. 247-97 Re: **CLOSED SESSION RESOLUTION**

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

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

Resolved, That the Board of Education of Montgomery County conduct a portion of its meeting on Wednesday, April 23, 1997, at 7:30 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 this meeting be conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-106, Education Article

of the Annotated Code of Maryland and 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 SESSION

Resolved, That the Board of Education approve its minutes for February 6, 1997. On March 11, 1997, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on March 24, 1997, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501.

The Montgomery County Board of Education met in closed session on March 24, 1997 from 6:30 to 8:00 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss legal matters with its attorney reviewed and adjudicated Appeal No. 1997-3 and Board Appeal No. 1997-4.

In attendance at part or all of the closed sessions were: Alan Cheung, Blair Ewing, Reggie Felton, Bea Gordon, Ana Sol Gutiérrez, Roland Ikheloa, Nancy King, George Margolies, Rachel Prager, Glenda Rose, Ruby Rubens, Mona Signer, Paul Vance, and Ariana Wright.

RESOLUTION NO. 248-97 Re: BOARD OF EDUCATION MEETING MINUTES

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

Resolved, That the Board of Education approve its minutes for February 6, 1997.

RESOLUTION NO. 249-97 Re: BOARD OF EDUCATION MEETING MINUTES

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

Resolved, That the Board of Education approve its minutes for February 11, 1997.

RESOLUTION NO. 250-97 Re: BOARD OF EDUCATION MEETING MINUTES

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

Resolved, That the Board of Education approve its minutes for February 18, 1997.

RESOLUTION NO. 251-97 Re: **BOARD OF EDUCATION MEETING MINUTES**

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

Resolved, That the Board of Education approve its minutes for February 24, 1997.

RESOLUTION NO. 252-97 Re: **BOARD OF EDUCATION MEETING MINUTES**

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

Resolved, That the Board of Education approve its minutes for March 11, 1997.

RESOLUTION NO. 253-97 Re: **BOARD OF EDUCATION MEETING MINUTES**

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

Resolved, That the Board of Education approve its minutes for March 13, 1997.

RESOLUTION NO. 254-97 Re: **BOARD OF EDUCATION MEETING MINUTES**

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

Resolved, That the Board of Education approve its minutes for March 18, 1997.

RESOLUTION NO. 255-97 Re: **BOE APPEAL 1997-4**

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal 1997-4, a student matter, reflective of the following vote: Dr. Cheung, Mr. Ewing, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, Ms. Prager, and Ms. Signer voting the affirm the superintendent's decision.

RESOLUTION NO. 256-97

Re: **CHURCHILL CLUSTER BOUNDARY REVIEW COMMITTEE**

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

WHEREAS, The Fiscal Year 1998 Capital Budget for the Montgomery County Public Schools directed MCPS staff, working with the community, to review elementary space options in the Winston Churchill High School cluster and develop recommendations for Board of Education review in November 1997; and

WHEREAS, A boundary review committee has been established and will begin meeting in March 1997; and

WHEREAS, Herbert Hoover Middle School, located in the Winston Churchill High School cluster, is overcrowded, has six portable classrooms on-site, is scheduled to receive five more portable classrooms during the 1997-98 school year, and the 14-room modular addition from Tilden Middle School in September 1999; and

WHEREAS, Elementary boundary changes should not be made for elementary schools in the Winston Churchill High School cluster without considering the effect on middle school utilization; now therefore be it

Resolved, That the Winston Churchill High School cluster elementary boundary review committee be authorized to review and recommend to the Board of Education, for consideration in November 1997, middle school space options designed to relieve overcrowding at Herbert Hoover Middle School.

RESOLUTION NO. 257-97

Re: **PARKING FOR BETHESDA-CHEVY CHASE HIGH SCHOOL STUDENTS**

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

Resolved, That the Board of Education schedule time for discussion and action concerning parking for Bethesda-Chevy Chase High School students; and be it further

Resolved, That the Board of Education requests recommended options from the superintendent based on his consideration of those developed by the committee presently studying possible locations; and be it further

Resolved, That this issue be addressed in time for implementation by 1997-98 school year.

Re: **NEW BUSINESS**

Mr. Ewing moved and Ms. Prager seconded the following:

Resolved, That the Board of Education schedule time for further discussion, review, and approval of the Global Access plan presented to the Board on April 8, 1997.

Mrs. Gordon moved and Dr. Cheung seconded the following:

Resolved, That the Board of Education take time to review the various master plans as they become available for comment as to impact of the changes in the master plans on schools.

Mr. Felton moved and Ms. Gutiérrez seconded the following:

WHEREAS, Montgomery County Public Schools (MCPS) has established a national reputation for its success in hiring teachers of the highest caliber; and

WHEREAS, MCPS expects to hire a significant number of new teachers for the academic year 1997-1998; and

WHEREAS, Increasing numbers of MCPS students are entering our classrooms with the ability to speak languages other than English; and

WHEREAS, MCPS continues to have high expectations in the performance of all its students and its ability to address their needs; now therefore be it

Resolved, That the Board of Education request the Superintendent to include, as a priority among selection criteria for new teachers who are otherwise qualified and suitable for employment at a specific location, fluency in additional languages that reflect the diversity of MCPS' student populations.

Re: **ITEMS OF INFORMATION**

The following items were distributed:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report

RESOLUTION NO. 258-97 Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourn its meeting of April 8, 1997, at 4:35 p.m.

PRESIDENT

SECRETARY

PLV:gr

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUMMARY SHEET**

April 8, 1997

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