

**MONTGOMERY COUNTY BOARD OF EDUCATION
POLICY COMMITTEE**

May 11, 2005

The meeting was called to order at 2:30 p.m. with the following people present: Sharon Cox (chair), Valerie Ervin, Pat O'Neill, Sagar Sanghvi, George Margolies, Glenda Rose (recorder), Robin Confino, Lori-Christina Webb, Susan Falkenham, Harriet Potosky, Bruce Crispell, Betsy Brown, and Diane Mohr.

Update on Policy IKA – Grading and Reporting

Staff discussed the plans for the update to the full Board on June 14, 2005, including background, current state, and implementation. The teach/reteach section of the policy has been completely vetted, and the next steps are building a consensus on homework and grading scales.

Policy FAA – Long Range Educational Facilities Planning

After the April 21 and May 11 meetings, the following changes to the policy were suggested:

Change A. lines 22 to 28 to read as follows:

The process is designed to promote public understanding of planning for Montgomery County Public Schools (MCPS) and to **provide opportunities for parents, students, staff**, community members and organizations, local government agencies, and municipalities to identify and communicate their priorities and concerns to the superintendent and the Board.

Change A. lines 28 to 30 to read as follows:

Long-range Educational Facilities Planning will be in accordance with all federal, state, local laws, and regulations.

Change C. 2 lines 79 to 96 to read as follows:

Provide a constructive and collaborative advisory role **through public hearings, position papers, written comments, and advisory committee memberships** for **parent organizations (such as the PTA) and other community groups** in the **capital improvements program**. **An advisory committee will be established for facilities planning activities listed below:**

- a) **Selection of school sites**
- b) **Facility design**

- c) **Boundary changes**
- d) **Geographic student choice assignment plans (such as consortia)**
- e) **School closures and consolidations**

Change C. 3 lines 115 to 118 to read as follows:

d) Facility utilization levels, capacity calculations, school enrollment size guidelines, and school site size (adopted as part of the Board of Education review of the superintendent's recommended CIP)

Change C. 4 lines 120 to 122 to read as follows:

Provide for the Board of Education to hold public hearings and solicit written testimony on the recommendations of the superintendent

Change C. 5 lines 124 to 126 to read as follows:

Provide a process for facility design that ensures a safe and secure environment and is consistent with educational program needs and includes community input

Change C. 6 lines 128 to 130 to read as follows:

Provide a process for changing school boundaries and establishing **geographic** student choice assignment plans that:

Change C. 6. b) line 146 to read as follows:

- 4) Facility utilization**

Change C. 6. lines 148 to 164 to read as follows:

c) The Board of Education may by majority vote identify alternatives to the superintendent's recommendations for review

d) The Board of Education will hold public hearings and solicit written testimony on the recommendations of the superintendent and Board identified alternatives

e) At such time as the Board of Education takes action on school boundaries or geographic student choice assignment plans, the Board has the discretion to adopt minor modifications to the superintendent's recommendation or Board identified alternatives if, by a majority vote, the Board has determined that

such action will not have a significant impact on an option that has received public review

Change C. 8. lines 171 to 188 to read as follows:

a. Traditional Student Assignments

Structuring high schools for Grades 9–12 and, where possible, creating **straight articulation for** clusters composed of one high school, and a sufficient number of elementary and middle schools, each of which sends its students, including special education and ESOL students, to the next higher level school in that cluster

b) Student Choice Assignment Plans

In cases where schools do not have boundaries and students participate in a student choice assignment plan (e.g., consortium) to identify the school they wish to attend, articulation patterns may vary from the straight articulation pattern that is desired in traditional student assignment

Change C. 9 lines 190 to 192 to read as follows:

The superintendent will develop regulations with student, staff, and parental input to guide implementation of this policy

Change D lines 196 to 200 to read as follows:

A long-range educational facilities planning process that identifies the infrastructure necessary to deliver high quality educational facilities to all students **and incorporates the input of parents, staff, and community and, as appropriate, students.**

Next Meeting

The next meeting will be July 5, 2005 prior to the swearing-in of the student member (a light supper will be served). Topics for the meeting will include

1. Policy BFA
2. Policy IOB or Policy ABA
3. Early Childhood Education

The meeting adjourned at 4:10 p.m.