

APPROVED
10-1988

Rockville, Maryland
February 9, 1988

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, February 9, 1988, at 10:20 a.m.

ROLL CALL Present: Mrs. Sharon DiFonzo, President
 in the Chair
 Dr. James E. Cronin
 Mr. Blair G. Ewing
 Mr. Bruce A. Goldensohn
 Mr. Andrew Herscowitz*
 Mrs. Marilyn J. Praisner
 Dr. Robert E. Shoenberg*

 Absent: Mrs. Mary Margaret Slye

 Others Present: Dr. Harry Pitt, Superintendent of Schools
 Dr. Paul L. Vance, Deputy Superintendent
 Mr. Thomas S. Fess, Parliamentarian

 Re: ANNOUNCEMENT

Mrs. DiFonzo called the meeting to order and read the following statement from Mrs. Slye:

"It is with deep regret and great personal sorrow that I submit my resignation as a member of the Board of Education of Montgomery County, effective immediately.

"As you know, I had hoped to rejoin the Board in January and was able to participate in two sessions last week. However, my recovery has been neither as complete nor as rapid as I had hoped.

"Therefore, the work of the Board and continued representation of the interests of citizens must remain primary and this work requires the full time attention of all members.

"The support, concern, and encouragement I have received from my colleagues and staff members have been of immeasurable comfort and value during this difficult time. I wish to thank everyone who has been so kind.

"Although I wish there were another alternative, I do know that you will carry forward a process which will allow another working member as quickly as possible. My best wishes to each of you!"

Mrs. DiFonzo reported that the Board had learned of Mrs. Slye's resignation late last evening. They were saddened that she had had to resign because of health reasons and wished her a speedy recovery. During today's meeting, the Board would discuss a process for selecting Mrs. Slye's replacement.

RESOLUTION NO. 70-88 Re: BOARD AGENDA - FEBRUARY 9, 1988

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

RESOLVED, That the Board of Education approve its agenda for February 9, 1988, with the addition of an item on the selection of a Board member prior to action on the operating budget.

Re: ANNOUNCEMENT

Mrs. DiFonzo announced that Mr. Herscowitz was having some dental work done and Dr. Shoenberg was teaching a class. They would join the Board as soon as they could.

RESOLUTION NO. 71-88 Re: HB 386 - COORDINATING COUNCILS FOR RESIDENTIAL PLACEMENT OF HANDICAPPED CHILDREN

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

RESOLVED, That the Board of Education oppose HB 386, Coordinating Councils for Residential Placement of Handicapped Children.

RESOLUTION NO. 72-88 Re: HB 519 - HANDICAPPED CHILDREN - EDUCATIONAL SERVICES (BY REQUEST)

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

RESOLVED, That the Board of Education support the concept of additional services but opposed public school responsibility for those services in HB 519, Handicapped Children, Educational Services (By Request).

RESOLUTION NO. 73-88 Re: SB 428 EDUCATION - PUBLIC SCHOOL CONSTRUCTION

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mr. Goldensohn, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education support SB 428 - Education - Public School Construction.

RESOLUTION NO. 74-88 Re: SB 655 - PUBLIC SCHOOL CONSTRUCTION - STATE SHARE

On motion of Mrs. Praisner seconded by Mr. Ewing, the following

resolution was adopted unanimously:

RESOLVED, That the Board of Education oppose SB 655 - Public School Construction - State Share.

RESOLUTION NO. 75-88 Re: HJR 18 - ASBESTOS MANAGEMENT PLANS FOR STATE SCHOOLS - EXTENSION OF FEDERAL COMPLIANCE DEADLINE

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

RESOLVED, That the Board of Education support HJR 18 - Asbestos Management Plans for State Schools - Extension of Federal Compliance Deadline.

RESOLUTION NO. 76-88 Re: HB 664 - EDUCATION - STATE SHARE - PER PUPIL EXPENDITURES

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

RESOLVED, That the Board of Education support HB 664 - Education - State Share - Per Pupil Expenditures.

RESOLUTION NO. 77-88 Re: HB 501 - BOARDS OF EDUCATION - ANNUAL AUDITS

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

RESOLVED, That the Board of Education strongly oppose HB 501 - Boards of Education - Annual Audits.

RESOLUTION NO. 78-88 Re: HB 565/SB 311 - PUBLIC EDUCATION - MARYLAND SCHOOL FOR SCIENCE AND MATHEMATICS

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

RESOLVED, That the Board of Education indicate that while it was not in support on this bill as stated, it is willing to consider other options once the governor has made a clear-cut statement of what was being proposed.

Re: BOARD/PRESS/VISITOR CONFERENCE

The following individuals appeared before the Board of Education:

1. Ted Cortner, Montgomery County Federation of Teachers
2. Barbara Eaton
3. Susan Soderberg
4. Janet Garrison

RESOLUTION NO. 79-88 Re: PERSONNEL TRANSFER

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Mr. Goldensohn, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, and Mr. Goldensohn voting in the affirmative; Mrs. Praisner being temporarily absent:

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Stephen Bedi	Principal Westover ES	Principal Waters Landing ES Effective: 4-1-88

RESOLUTION NO. 80-88 Re: PERSONNEL TRANSFER

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Mr. Goldensohn, the following resolution was adopted unanimously:

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Meriam Flam	Principal Oakland Terrace ES	Principal Greencastle ES Effective: 4-1-88

RESOLUTION NO. 81-88 Re: PERSONNEL TRANSFER

On recommendation of the superintendent and on motion of Mr. Goldensohn seconded by Dr. Cronin, the following resolution was adopted unanimously:

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Nancy Morton	Principal Whetstone ES	Principal Goshen ES Effective: 4-1-88

RESOLUTION NO. 82-88 Re: MONTHLY PERSONNEL REPORT

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

RESOLVED, That the following appointments, resignations, and leaves of absence for professional and supporting services personnel be approved: (TO BE APPENDED TO THESE MINUTES).

RESOLUTION NO. 83-88 Re: DEATH OF MRS. LAURA F. CARR,
INSTRUCTIONAL ASSISTANT AT DUFIEF
ELEMENTARY SCHOOL

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

WHEREAS, The death on January 8, 1988, of Mrs. Laura F. Carr, an instructional assistant at DuFief Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Carr was a warm and caring person who made major contributions to the development skills of a large number of children in over twenty years with Montgomery County Public Schools; and

WHEREAS, The support provided to children and teachers by Mrs. Carr was of exceptional value to the entire school program; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mrs. Laura F. Carr and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 84-88 Re: DEATH OF MRS. MYRTLE M. WITMER,
CAFETERIA WORKER II AT PINEY BRANCH
ELEMENTARY SCHOOL

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

WHEREAS, The death on January 14, 1988, of Mrs. Myrtle M. Witmer, a Cafeteria Worker II at Piney Branch Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Witmer had been a loyal employee of Montgomery County Public Schools and a member of the cafeteria staff for more than 19 years; and

WHEREAS, Mrs. Witmer's pride in her work and her ability to work effectively with students and coworkers were recognized by staff and associates; now therefore be it

RESOLVED, That the members of the Board of Education express their

sorrow at the death of Mrs. Myrtle M. Witmer and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 85-88 Re: DEATH OF MR. WILLIAM R. LAWRENCE,
BUS OPERATOR IN AREA 1 TRANSPORTATION

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

WHEREAS, The death on January 7, 1988, of Mr. William R. Lawrence, a bus operator in Area 1, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In nearly ten years with Montgomery County Public Schools, Mr. Lawrence demonstrated exceptional ability as a bus operator; and

WHEREAS, His cheerful and cooperative attitude and his concern for his passengers were a credit to the entire pupil transportation program; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mr. William R. Lawrence and extend deepest sympathy to his family; and be it further

RESOLVED, That this resolution be made part of the minutes of this meeting and a copy be forwarded to Mr. Lawrence's family.

*Dr. Cronin temporarily left the meeting at this point.

RESOLUTION NO. 86-88 Re: FY 1988 CATEGORICAL TRANSFER WITHIN THE
DODGE FOUNDATION MANDARIN CHINESE
LANGUAGE PROJECT

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mr. Goldensohn, the following resolution was adopted unanimously:

RESOLVED, That the superintendent of schools be authorized to effect within the Dodge Foundation Mandarin Chinese Language Project the following categorical transfer in accordance with the County Council provision for transfer:

CATEGORY	FROM	TO
2 Instructional Salaries		\$2,000
3 Instructional Other		2,724
10 Fixed Charges	\$4,724	
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TOTAL	\$4,724	\$4,724

and be it further

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

RESOLUTION NO. 87-88 Re: APPROVAL OF ART AND CULTURE, A AND B

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

WHEREAS, The public school laws of Maryland specify that the county superintendent shall prepare courses of study and recommend them for adoption by the county board (THE ANNOTATED CODE OF THE PUBLIC GENERAL LAWS OF MARYLAND EDUCATION, EDUCATION (VOLUME), Section 4-205); and

WHEREAS, The public school laws of Maryland also state that the county Board, on the written recommendation of the county superintendent, shall establish courses of study for the schools under its jurisdiction (IBID., Section 4-110); and

WHEREAS, Board of Education policy has resolved "the newly developed curriculum documents will be presented to the Board of Education for consideration approximately one month prior to the date on which approval will be sought and the superintendent of schools may extend this period to allow further time for citizen reaction to curriculum documents dealing with sensitive topics...." (from Board Resolution No. 400-73, June 18, 1973); and

WHEREAS, The PROGRAM OF STUDIES is the document which contains the prescribed curriculum elements, including instructional objectives, of all MCPS curriculum programs and courses (MCPS Regulation 345-1: Development and Approval of Curriculum and Supporting Materials); and

WHEREAS, Excellence in curriculum can be maintained only by continuing attention to the need for curriculum change; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the curricula for Art and Culture, A and B; and

WHEREAS, The superintendent recommends that the Board approve the new course; now therefore be it

RESOLVED, That the Board of Education approve the descriptions and objectives of Art and Culture, A and B for publication in the PROGRAM OF STUDIES as part of the MCPS curriculum.

RESOLUTION NO 88-88 Re: PROCUREMENT CONTRACTS OVER \$25,000

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mr. Ewing, the following resolution was adopted

unanimously:

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

WHEREAS, The specifications need to be reevaluated for RFP No. 88-11: Study and Analysis of Pupil Transportation; now therefore be it

RESOLVED, That RFP No. 88-11: Study and Analysis of Pupil Transportation be rejected; and be it further

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

88-09	MCPS Food Service Support System		
	AWARDEE		
	Ultra Technologies, Inc.	\$	115,000*
41-88	Office and School Supplies		
	AWARDEES		
	A. J. Stationery and Office Products	\$	2,947*
	Alperstein Brothers, Inc.		46,507
	Antietam Paper Company		73,410
	Baltimore Stationery Company		12,094
	Chaselle, Inc.		244,756
	Garrett-Buchanan Company		8,880
	M. S. Ginn Company		16,031
	Globe Office Supply Company, Inc.		123,372*
	J. L. Hammett Company		12,385
	Interstate Office Supply Company		43,107*
	John G. Kyles, Inc.		2,290
	L. S. Latta		2,156
	Oles Envelope Corporation		17,030
	Westvaco/Envelope Division		21,579
	TOTAL	\$	626,544
47-88	Furniture for Quince Orchard and Paint Branch High Schools, and Watkins Mill Elementary School		
	AWARDEES		
	Douron, Inc.	\$	2,397
	Woodworking Specialist Co., Inc.		48,564
	TOTAL	\$	50,961
52-88	Electrical Supplies and Equipment		
	AWARDEES		
	Frederick Trading Company	\$	2,630*
	General Electric Supply Company		39,002

	Graves Humphreys Company	2,125
	Graybar Electric Company, Inc.	2,309
	H & S Company	1,703
	Maurice Electrical Supply Co., Inc.	16,131
	Tri County Electrical Supply Co., Inc.	6,488
	TOTAL	\$ 70,388
54-88	Office Papers	
	AWARDEES	
	Barton, Duer & Koch Paper Co.	\$ 58,087
	McGregor Printing Corporation	62,658
	The Mudge Paper Company	14,910
	RIS Paper Company	4,338
	Southland Container	2,079
	Stanford Paper Co.	86,450
	Virginia Paper Company	31,624
	Wilcox Walter Furlong Paper Company	807,681
	TOTAL	\$1,066,827
55-88	Industrial Arts Hand Tools	
	AWARDEES	
	Brodhead-Garrett Co.	\$ 9,211
	Chown, Inc.	1,850
	Diamond Core Drilling & Sawing Co.	2,515
	Empire Electronic Supply Co.	686
	Graves-Humphreys, Inc.	962
	H & S Co.	3,486
	Myer Seed Co.	7,618
	Noland & Co., Inc.	12,150
	Thomas W. Perry, Inc.	140
	Rutland Tool & Supply Co.	336
	Satco/Div. of Satterlee Company	9,308
	Seldon Enterprises	566
	Techni-Tool, Inc.	266
	Thompson & Cooke, Inc.	6,610*
	TOTAL	\$ 55,704
67-88	Art and School Papers	
	AWARDEES	
	Barton Duer & Koch Paper Co.	\$ 2,827
	Chaselle, Inc.	105,660
	Dick Blick East	3,675
	Garrett-Buchanan, Div. of Unisource	186,168
	J. L. Hammett Co.	10,189
	Intac, Inc.	4,076*
	Kurtz Brothers	2,155
	J. S. Latta, Inc.	2,905
	Nationwide paper	29,137

	Sax Arts and Crafts	850

	TOTAL	\$ 347,642
74-88	Frozen Foods	
	AWARDEES	
	Atlantic Food Services	\$ 3,600
	Carroll County Foods	47,805
	Continental Smelkinson	77,082
	Mazo-Lerch Co., Inc.	1,355

	TOTAL	\$ 129,842
75-88	Processed Meats	
	AWARDEES	
	Carroll County Foods	\$ 23,840
	Manassas Ice & Fuel Co., Inc.	2,590

	TOTAL	\$ 26,430
	TOTAL OVER \$25,000	\$2,489,338

*Asterisk denotes MFD vendors

*Dr. Cronin rejoined the meeting at this point.

RESOLUTION NO. 89-88 Re: TELECOMMUNICATIONS/CABLE TV NETWORK
INSTALLATIONS AT VARIOUS SCHOOLS

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

WHEREAS, Sealed bids were received on January 28, 1988, for the network installations at Paint Branch High School and William Tyler Page and Jackson Road Elementary Schools as indicated below:

BIDDER	BID AMOUNT
American Spliceco, Inc.	\$ 74,474.69
Bradysmith Electric Co., Inc.	75,700.00
E. C. Decker Service, Inc.	79,900.00
B & L Services, Inc.	116,000.00

and

WHEREAS, The recommended bid is within staff estimate, and sufficient funds are available to effect award; and

WHEREAS, The low bidder is qualified for the work and has met all requirements of the specifications; now therefore be it

RESOLVED, That a contract for \$74,474.69 be awarded to American

Splicecco, Inc., for installation of cable television/ telecommunications networks at Paint Branch High School and William Tyler Page and Jackson Road Elementary Schools.

RESOLUTION NO. 90-88 Re: TELEPHONE EQUIPMENT INSTALLATION AT VARIOUS SCHOOL LOCATIONS

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

WHEREAS, Bids were received on January 12, 1988, to perform telephone installation services at various schools; and

WHEREAS, Regional K&B Communications and Adams Telephone Contractors were the appropriately qualified low bidders to provide installation services at the specified hourly rates; now therefore be it

RESOLVED, That Regional K&B Communications of Columbia, Maryland, complete the installation of telephone equipment for Carver Educational Services Center and Lincoln Center because of its record of installing such equipment in large facilities, higher contract volume, documented experience and dealership, and ability to meet the established cutover schedule; now therefore be it

RESOLVED, That Aadmas Telephone Contractors of Reston, Virginia, provide technical staff for the installation of telephone equipment at schools and offices because of the longer period required for completion of the work and because of the contractor's experience and lower hourly cost rates; and be it further

RESOLVED, That the superintendent be authorized to contract at the hourly bid rates not to exceed \$200,000 for services to provide technical staff to install telephone equipment in various schools and offices.

RESOLUTION NO. 91-88 Re: ENERGY MANAGEMENT AUTOMATION SYSTEMS AT VARIOUS SCHOOLS

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

WHEREAS, Bid proposals were received on January 11, 1988, to install computerized EMS's at Lake Seneca and Flower Hill Elementary Schools from the following vendors:

BIDDER	BASE BID	ADD ALTERNATE
Potomac Energy Management	\$114,000	\$ 0
Robertshaw Controls Company	139,185	11,555
Systems 4, Inc.	157,757	8,200

and

WHEREAS, All bids exceeded staff estimates; now therefore be it

RESOLVED, That the bids received for the EMS installations at Lake Seneca and Flower Hill Elementary Schools be rejected.

RESOLUTION NO. 92-88 Re: REDUCTION OF RETAINAGE - GOSHEN
 ELEMENTARY SCHOOL 546-01 (AREA 3)

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

WHEREAS, Kimmel & Kimmel, Inc., general contractor for Goshen Elementary School, has completed 97 percent of all specified requirements as of January 11, 1988, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, The Aetna Casualty and Surety Company, by letter dated January 14, 1988, consented to this reduction; and

WHEREAS, The project architect, Thomas Clark Associates, by letter dated January 15, 1988, recommended that this request for reduction be approved; now therefore be it

RESOLVED, That the contact's specified retainage withheld from periodic payments to Kimmel & Kimmel, Inc., general contractor for the Goshen Elementary School, currently amounting to 10 percent of the company's request for payment to date, now be reduced to 5 percent, with the remaining 5 percent to become due and payable after formal acceptance of the completed project and total completion of all remaining requirements.

RESOLUTION NO. 93-88 Re: REDUCTION OF RETAINAGE - ROLLING TERRACE
 ELEMENTARY SCHOOL 77-07 (AREA 1)

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

WHEREAS, Dustin Construction, Inc., general contractor for the Rolling Terrace Elementary School, has completed 86 percent of all specified requirements as of January 20, 1988, and has requested that the 10 percent retainage, which is based on completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, The American Insurance Company of North America, by letter dated September 2, 1987, consented to this reduction; and

WHEREAS, The project architect, S.H.W.C., Inc., by letter dated

December 21, 1987, recommended that this request for reduction be approved; now therefore be it

RESOLVED, That the contract's specified retainage withheld from periodic payments to Dustin Construction, Inc., general contractor for the Rolling Terrace Elementary School, currently amounting to 10 percent of the company's request for payment to date, now be reduced to 5 percent, with the remaining 5 percent to become due and payable after formal acceptance of the completed project and total completion of all remaining requirements.

RESOLUTION NO. 94-88 Re: AMENDMENT TO ARCHITECT'S CONTRACT FOR
ROCK CREEK FOREST ELEMENTARY SCHOOL

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

WHEREAS, The architectural contract for Rock Creek Forest Elementary School was negotiated to provide plans for a nine-classroom addition; and

WHEREAS, The contract requires modification to provide additional improvements; now therefore be it

RESOLVED, That the Board approve an amendment to the contract with Arley J. Koran to provide architectural services for the increased scope of the Rock Creek Forest Elementary School addition, increasing the fee by \$65,000.

RESOLUTION NO. 95-88 Re: ENERGY MANAGEMENT AUTOMATION SYSTEM FOR
WHEATON HIGH SCHOOL AND EDISON CAREER
CENTER - CHANGE ORDER

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

WHEREAS, On June 22, 1987, a contract was awarded to Systems 4, Inc., to install an energy management system at Wheaton High School and Edison Career Center; and

WHEREAS, Staff and the project engineer determined that some features should be added to the energy management system to enhance its capacity and its cost savings; now therefore be it

RESOLVED, That the contract issued to Systems 4, Inc., for an energy management automation system at Wheaton High School and Edison Career Center be amended in the amount of \$38,390 to provide additional control and monitoring features as specified.

Re: FACILITIES ALTERNATIVES

Mrs. DiFonzo explained that it would take four votes for the Board to

adopt a facilities alternative to the superintendent's recommendations for the closure of Concord and boundaries for Muddy Branch Elementary and the Paint Branch cluster.

RESOLUTION NO. 96-88 Re: FACILITIES ALTERNATIVE - PAINT BRANCH CLUSTER

On motion of Mrs. Praisner seconded by Dr. Cronin, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt the following alternative for the Paint Branch cluster:

Alternative I:

1. Leave the townhouses of Tanglewood in the Galway service area.
2. Send to Fairland service area everything west of the Tanglewood subdivision, north of Fairland Road, and east of Route 29 (this identifies the Fairland Park townhouses now occupied and under construction, as well as a few single-family homes).
3. Send to Greencastle Elementary everything south of Briggs Chaney Road down to the natural stream border (currently assigned to Galway).
4. Leave in Fairland Elementary the area west of Paint Branch stream and north of Briggs Chaney Road to the current Fairland boundary.
5. Allow all current fourth grade students to remain at their present school as fifth graders in September 1988. Students in Grades K-3 this year (1987-88) would be reassigned to the new service areas for the 1988-89 school year, with the exception that all student assignments to Greencastle (K-5) would be implemented in September 1988.

Option IA:

Concurrently, retain the Windsor Court Apartments on Castle Boulevard in Galway.

Option IB:

Retain in Fairland, the area south of Randolph Road and west of Route 29.

Re: EXECUTIVE SESSION

The Board met in executive session from 12:20 to 2 p.m. to discuss personnel matters and legal issues. *Mr. Herscowitz and Dr. Shoenberg joined the meeting during executive session.

Re: PRE-KINDERGARTEN-GRADE 12 POLICIES

Mrs. Praisner moved and Dr. Cronin seconded the following:

WHEREAS, The Board of Education over the past ten years developed and

established a series of policies to provide system-wide direction on program organization and operation of the schools; and

WHEREAS, Four separate policies (the Junior High Policy, the Middle School Policy, the Senior High Policy, and the K-8 Policy) were developed under differing circumstances and for differing reasons; and

WHEREAS, The superintendent at the direction of the Board of Education appointed a committee to review, consolidate, and update the policies; and

WHEREAS, After reviewing the existing policies and determining their relevance and usefulness for guiding educational planning and decision-making in the years ahead, the committee recommended a new set of policies covering pre-kindergarten through grade 12; and

WHEREAS, Staff, PTA's, community representatives, and other interested citizens have been given an opportunity to comment on the proposed policies; and

WHEREAS, The superintendent has recommended the adoption of the three policies; now therefore be it

RESOLVED, That the following Early Childhood/Elementary Policy be adopted effective July 1, 1988; and be it further

RESOLVED, That the following Middle Level Policy be adopted effective July 1, 1988; and be it further

RESOLVED, That the following High School Policy be adopted effective July 1, 1988; and be it further

RESOLVED, That the superintendent review all other related policies and bring to the Board of Education any recommended changes which appear necessary, consistent with these new policies; and be it further

RESOLVED, That the superintendent issue any new or revised administrative regulations which may be necessary for implementation of the new policies; and be it further

RESOLVED, That Resolution No. 524-82 (K-8 Policy); Resolution No. 827-77 (Middle School Policy); Resolution No. 163-74 (Junior High School Policy); and Resolution Nos. 161-80 and 912b-83 (High School Policy) be rescinded.

EARLY CHILDHOOD/ELEMENTARY POLICY

A. Purpose

To ensure excellence in education for all children in keeping with Montgomery County GOALS OF EDUCATION and the ANNOTATED CODE OF THE STATE OF MARYLAND

B. Process and Content

1. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. A caring climate must be created in each school that is responsive to the changing developmental and educational needs of every student and provides equal access to educational opportunity. Each student must be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, the confidence, and the capacity to strive for excellence.

To develop a climate that fosters student growth, schools should

- a) Ensure that students are expected, encouraged, and given opportunities to learn and succeed in an inviting, stimulating, and supportive environment
- b) Establish high expectations for achievement and success of all students
- c) Create a safe and orderly environment
- d) Support appreciation for all cultures and foster sensitivity toward all those with special needs
- e) Provide for the integration of handicapped students in the total school program
- f) Establish opportunities for students to participate in making decisions that affect their lives
- g) Value and foster risk taking to encourage intellectual inquiry and develop self-confidence
- h) Promote harmonious and effective human relations
- i) View discipline as a means of helping students develop citizenship skills and responsibility for self, not just as a system of rules and consequences for infractions
- j) Develop cocurricular activities as an integral part of the total educational program
- k) Acknowledge and recognize student, staff, and community achievements
- l) Facilitate effective communications within the school and the community
- m) Foster a partnership between the school and the parents of each child
- n) Work to ensure that the diversity of the total school population is reflected in all school activities
- o) Develop an attendance plan that:
 - (1) Complies with the requirements of state law and MCPS policies and regulations
 - (2) Provides for accurate and timely recording of school and class attendance
 - (3) Emphasizes the importance of regular school and class attendance and recognizes students who meet this requirement
 - (4) Establishes procedures for enforcing regular school and class attendance and for working affirmatively with students and parents to resolve attendance issues

2. Parent/Community Involvement

Individual parents and community members, as well as civic organizations, businesses, and other agencies, should share in the responsibility for the social and intellectual development of students. Parent and community involvement should include:

- a) Communication networks that enable school personnel, parents, and community members to take a direct and active role in the education of students. These networks should establish and include:
 - (1) School outreach efforts to individual parents and community members
 - (2) Programs to enable parents to help their children succeed in school
 - (3) Strong and continuing partnerships between the schools, the parent-teacher associations, and other community advisory and support groups
- b) Supportive relationships with local business firms, community organizations, skilled and professional workers, and institutions of higher learning
- c) Active volunteer programs in each school

3. Staff Development

Staff development should include regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. In order to establish effective and appropriate staff development activities, the school system should:

- a) Require ongoing training for all instructional staff on new and revised curriculum
- b) Allow reasonable autonomy for schools to identify and plan staff development activities which meet the needs of individual staff members, staff teams or entire school staffs
- c) Allocate appropriate resources and support to schools for in-service training
- d) Provide time for teachers, supervisors, and administrators to support staff development activities
- e) Provide opportunities for staff to assume leadership roles within their buildings
- f) Establish student-teacher centers for preservice training of prospective teachers
- g) Support beginning teachers by providing intensive training and supervision
- h) Ensure system-wide coordination of all staff training, including collaborative efforts with colleges and universities

4. Planning

System-wide and school planning should consider demographic and social changes and trends, analysis of the data related to change, and the integration of that analysis into long-range plans. Education research, future labor needs, funding sources, and technological developments are important elements to be reviewed in the planning process. To ensure effective planning, the school system should provide:

- a) Adequate time for individual and group planning

- b) Timely and relevant data
 - c) School self-study efforts that are consistent with and supported by central and area office planning and priorities
 - d) Technical and clerical support
 - e) Channels and processes to ensure effective coordination with school, area, and central offices
5. Accountability
- A major result of school planning should be the development of long-range (3-5 years) and annual goals that identify areas of the school program needing improvement and/or further development. The process of setting long-range and annual goals should result in annual management plans that are based on objective data of student progress and the assessments of school staff. School annual management plans should:
- a) Identify objectives for emphasis and improvement
 - b) Contain action plans for the attainment of the specified objectives
 - c) Provide for periodic assessment and reporting of progress
6. Instructional Practices
- Instructional practices must ensure that each student leaves the elementary school with a firm academic foundation and the basic and higher order intellectual skills needed for success at the next level. Instructional practices must provide for the wide range of achievement and energy levels, and the rapidly changing intellectual, physical, and emotional development of preadolescents. The instructional program should:
- a) Relate instruction to prior knowledge, to the broader world, and to the needs and interests of students
 - b) Facilitate the integration of curriculum objectives
 - c) Communicate high expectations for student achievement and success
 - d) Promote the intellectual, social, and physical development of each student through the use of varied teaching strategies
 - e) Help students develop thinking and learning skills that prepare them as learners to adapt to a changing world
 - f) Offer students a variety of learning experiences, including group and independent study, peer learning, tutoring, field trips, field study, and outside resource persons
 - g) Use allocated instructional time efficiently and effectively
 - h) Help students develop study and organizational skills
 - i) Include teacher-directed and student-centered activities that focus on the movement from concrete to abstract intellectual operations
 - j) View homework as an extension of student learning opportunities and an integral part of the teaching and learning process
 - k) Ensure that grouping practices increase student opportunity for success. Grouping practices should be

dynamic and flexible to meet students' changing needs and development

- l) Minimize fragmentation of the student's day
 - m) Utilize in both the planning and the implementation of instruction, the special skills of all regular, alternative, and special education staff members
 - n) Pace activities to accommodate the varying energy and attention levels of the students
 - o) Support leadership opportunities for students
 - p) Develop articulation plans to ensure appropriate student placement and program continuity at each level
7. Curriculum
- a) The curriculum is the framework for the instructional program. It must ensure that all students master basic skills and have opportunities for further study and enrichment. The curriculum must reflect changing societal needs and the rapid growth of knowledge and technology. A major purpose of the curriculum should be to give students the strategies necessary for learning how to learn.
 - b) The curriculum should be implemented to achieve the MCPS GOALS OF EDUCATION through a sequence of learning objectives and related opportunities supported by appropriate human and material resources.
 - c) The curriculum must provide the programs, courses, and learning experiences needed to meet Maryland state graduation requirements.
 - d) The MCPS PROGRAM OF STUDIES and accompanying instructional guides should be revised regularly to reflect changing societal needs and the rapid growth of knowledge and technology. Revisions must include the conscious elimination of content which is no longer essential.
 - e) In addition to specifying the subject content to be taught, the teaching of the curriculum should:
 - (1) Provide opportunities for students to demonstrate mastery of subject content and related skills
 - (2) Accommodate differing interests, backgrounds, learning needs and styles
 - (3) Address students' social and emotional development
 - (4) Meet the needs of all students including those with special needs
 - (5) Offer similar opportunities for learning in accordance with curriculum objectives within and among schools
 - (6) Include appropriate career education and learning objectives to prepare students to make decisions about school programs and career directions
 - (7) Reflect the cultural diversity of society
 - (8) Promote use of community, government, and business resources
 - (9) Provide opportunities for students to explore ethical and value issues
 - (10) Foster the development of students' appreciation and

understanding of aesthetic expression

8. Organization and Staffing

- a) Elementary schools house varying combinations of grade levels, pre-kindergarten through grade 6. Grade 6 is governed by the elementary policy when it is assigned to an elementary school.
- b) Organization and staffing must support a nurturing environment that facilitates the integration of cognitive, physical, social, and emotional development.
- c) Local school staff and community input should be considered in developing and implementing a school's organizational plan.
- d) Each school should have reasonable autonomy to determine its organizational structure and implementation plan.
- e) Each school's organization pattern and staffing allocation should:
 - (1) Reflect balanced staffing and promote positive racial, ethnic and cultural role models
 - (2) Develop standards that ensure adequate staffing to meet all students' educational needs
 - (3) Allow for organizational arrangements that reflect student needs and the nature of the facility
 - (4) Ensure appropriate educational programs for students with special needs
 - (5) Promote reasonable flexibility in the assignment and utilization of staff members
 - (6) Offer optional programs for all four-year-olds
 - (7) Have as a goal providing the choice of half-day and full-day kindergarten programs for every child in each cluster
 - (8) Provide time for teachers to plan together
 - (9) Ensure consistent and equitable access to all special programs, including gifted and talented, and remedial programs
 - (10) Encourage and support programs for students with special needs in the least restrictive environment
 - (11) Afford opportunities for enrichment through before-school and after-school curricular and cocurricular activities
 - (12) Maintain reasonable allocations in art, music, physical education, reading, media services, and counseling for each elementary school
 - (13) Provide appropriate guidance and counseling services to ensure that each student receives appropriate counseling

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

MIDDLE LEVEL POLICY

A. Purpose

To ensure excellence in education for all pre- and early adolescents in keeping with Montgomery County GOALS OF EDUCATION

and the ANNOTATED CODE OF THE STATE OF MARYLAND

B. Process and Content

1. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. A caring climate must be created in each school that is responsive to the changing developmental and educational needs of every student and provides equal access to educational opportunity. Each student must be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, the confidence, and the capacity to strive for excellence.

To develop a climate that fosters student growth, schools should

- a) Ensure that students are expected, encouraged, and given opportunities to learn and succeed in an inviting, stimulating, and supportive environment
- b) Establish high expectations for achievement and success of all students
- c) Create a safe and orderly environment
- d) Support appreciation for all cultures and foster sensitivity toward all those with special needs
- e) Provide for the integration of handicapped students in the total school program
- f) Establish opportunities for students to participate in making decisions that affect their lives
- g) Value and foster risk-taking to encourage intellectual inquiry and develop self-confidence
- h) Promote harmonious and effective human relations
- i) View discipline as a means of helping students develop citizenship skills and responsibility for self, not just as a system of rules and consequences for infractions
- j) Develop cocurricular activities as an integral part of the total educational program
- k) Acknowledge and recognize student, staff, and community achievements
- l) Facilitate effective communications within the school and the community
- m) Foster a partnership between the school and the parents of each child
- n) Work to ensure that the diversity of the total school population is reflected in all school activities
- o) Develop an attendance plan that:
 - (1) Complies with the requirements of state law and MCPS policies and regulations
 - (2) Provides for accurate and timely recording of school and class attendance
 - (3) Emphasizes the importance of regular school and class attendance and recognizes students who meet this requirement
 - (4) Establishes procedures for enforcing regular school and class attendance and for working affirmatively with students and parents to resolve attendance

issues

2. Parent/Community Involvement

Individual parents and community members, as well as civic organizations, businesses, and other agencies, should share in the responsibility for the social and intellectual development of students. Parent and community involvement should include:

- a) Communication networks that enable school personnel, parents, and community members to take a direct and active role in the education of students. These networks should establish and include:
 - (1) School outreach efforts to individual parents and community members
 - (2) Programs to enable parents to help their children succeed in school
 - (3) Strong and continuing partnerships between the schools, the parent-teacher associations, and other community advisory and support groups
- b) Supportive relationships with local business firms, community organizations, skilled and professional workers, and institutions of higher learning
- c) Active volunteer programs in each school

3. Staff Development

Staff development should include regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. In order to establish effective and appropriate staff development activities, the school system should:

- a) Require ongoing training for all instructional staff on new and revised curriculum
- b) Allow reasonable autonomy for schools to identify and plan staff development activities which meet the needs of individual staff members, staff teams or entire school staffs
- c) Allocate appropriate resources and support to schools for in-service training
- d) Provide time for teachers, supervisors, and administrators to support staff development activities
- e) Provide opportunities for staff to assume leadership roles within their buildings
- f) Establish student-teacher centers for preservice training of prospective teachers
- g) Support beginning teachers by providing intensive training and supervision
- h) Ensure system-wide coordination of all staff training, including collaborative efforts with colleges and universities

4. Planning

System-wide and school planning should consider demographic and social changes and trends, analysis of the data related to change, and the integration of that analysis into long-range plans. Education research, future labor needs, funding sources, and technological developments are important elements to be reviewed in the planning process. To ensure

effective planning, the school system should provide:

- a) Adequate time for individual and group planning
- b) Timely and relevant data
- c) School self-study efforts that are consistent with and supported by central and area office planning and priorities
- d) Technical and clerical support
- e) Channels and processes to ensure effective coordination with school, area, and central offices

5. Accountability

A major result of school planning should be the development of long-range (3-5 years) and annual goals that identify areas of the school program needing improvement and/or further development. The process of setting long-range and annual goals should result in annual management plans that are based on objective data of student progress and the assessments of school staff. School annual management plans should:

- a) Identify objectives for emphasis and improvement
- b) Contain action plans for the attainment of the specified objectives
- c) Provide for periodic assessment and reporting of progress

6. Instructional Practices

Middle level instructional practices must provide for the wide range of achievement and energy levels and the rapidly changing intellectual, physical, and emotional development of pre- and early adolescents. Instructional practices should:

- a) Relate instruction to prior knowledge, to the broader world, and to the needs and interests of the students
- b) Facilitate the integration of curriculum objectives
- c) Communicate high expectations for student achievement and success
- d) Assist students to develop basic and critical thinking skills
- e) Provide remediation and support for students who have not mastered basic skills
- f) Help students develop study and organizational skills
- g) Guide students in their efforts to make informed academic, emotional, and social choices
- h) Offer students a variety of learning experiences, including group and independent study, peer learning, tutoring, field trips, field study, and outside resource persons
- i) Use allocated instructional time efficiently and effectively
- j) Include teacher-directed and student-centered activities that focus on the movement from concrete to abstract intellectual operations
- k) Pace activities to accommodate the varying energy and attention levels of the students
- l) View homework as an extension of student learning opportunities and an integral part of the teaching and learning process
- m) Ensure that grouping practices increase student

opportunity for success. Grouping practices should be dynamic and flexible to meet students' changing needs and development

- n) Minimize fragmentation of the student's day
 - o) Utilize in both the planning and the implementation of instruction, the special skills of all regular, alternative, and special education staff members
 - p) Support leadership opportunities for students
 - q) Develop articulation plans to ensure appropriate student placement and program continuity at each level
7. Curriculum
- a) The curriculum is the framework for the instructional program. It must assure that all students master basic skills and have opportunities for further study and enrichment. The curriculum must reflect changing societal needs and the rapid growth of knowledge and technology. A major purpose of the curriculum should be to give students the strategies necessary for learning how to learn.
 - b) The curriculum should be implemented to achieve the MCPS GOALS OF EDUCATION through a sequence of learning objectives and related opportunities supported by appropriate human and material resources.
 - c) The curriculum must provide the program, courses, and learning experiences needed to meet Maryland graduation requirements.
 - d) The MCPS PROGRAM OF STUDIES and accompanying instructional guides should be regularly revised to reflect changing societal needs and the rapid growth of knowledge and technology. Revisions must include the conscious elimination of content which is no longer essential.
 - e) In addition to specifying subject content to be taught, the teaching of the curriculum should:
 - (1) Provide opportunities for students to demonstrate mastery of subject content and related skills
 - (2) Accommodate differing interests, backgrounds, learning needs, and styles
 - (3) Include conceptual skills essential to a student's academic and social success and integrate those skills in all content areas
 - (4) Address students' social and emotional development
 - (5) Meet the needs of all students, including those with special needs
 - (6) Include exploration of careers and vocations
 - (7) Reflect the cultural diversity of society
 - (8) Provide opportunities for students to explore ethical and value issues
 - (9) Demonstrate social responsibility through the performance of citizenship duties and community service
 - (10) Foster the development of students' appreciation and understanding of aesthetic expression
8. Organization and Staffing

- a) Middle level schools must be organized to meet the learning and affiliation needs of the preadolescent and early adolescent. Each school should include Grades 6-8 whenever possible. To maintain the integrity and viability of middle level schools, the establishment of special programs in specific schools should be limited to those circumstances requiring extraordinary remedies.
- b) Local school staff and community input should be considered in developing and implementing a school's organizational plan.
- c) Each school should have reasonable autonomy to determine its organizational structure and implementation plan.
- d) Each school's organizational pattern and staffing allocation should:
 - (1) Reflect balanced staffing and promote positive racial, ethnic, and cultural role models
 - (2) Allow for organizational arrangements that reflect student needs and the nature of the facility
 - (3) Promote reasonable flexibility in the assignment and utilization of staff members
 - (4) Utilize a variety of organizational patterns including, but not limited to, interdisciplinary teams, grade or multilevel classes, subject matter classes, and self-contained classes
 - (5) Provide appropriate guidance and counseling services to ensure that each student receives appropriate counseling
 - (6) Ensure appropriate educational programs for students with special needs
 - (7) Encourage and support programs for students with special needs in the least restrictive environment
 - (8) Ensure consistent and equitable access to all special programs including gifted and talented and basic skills

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

HIGH SCHOOL POLICY

A. Purpose

To ensure excellence in education for all adolescents in keeping with Montgomery County GOALS OF EDUCATION and the ANNOTATED CODE OF THE STATE OF MARYLAND

B. Process and Content

1. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. A caring climate must be created in each school that is responsive to the changing developmental and educational needs of every student and provides equal access to educational opportunity. Each student must be encouraged to develop personal integrity, respect for differences, and social responsibility, as well

as the desire, the confidence, and the capacity to strive for excellence.

To develop a climate that fosters student growth, schools should

- a) Ensure that students are expected, encouraged, and given opportunities to learn and succeed in an inviting, stimulating, and supportive environment
 - b) Establish high expectations for achievement and success of all students
 - c) Create a safe and orderly environment
 - d) Support appreciation for all cultures and foster sensitivity toward all those with special needs
 - e) Provide for the integration of handicapped students in the total school program
 - f) Establish opportunities for students to participate in making decisions that affect their lives
 - g) Value and foster risk-taking to encourage intellectual inquiry and develop self-confidence
 - h) Promote harmonious and effective human relations
 - i) View discipline as a means of helping students develop citizenship skills and responsibility for self, not just as a system of rules and consequences for infractions
 - j) Develop cocurricular activities as an integral part of the total educational program
 - k) Acknowledge and recognize student, staff, and community achievements
 - l) Facilitate effective communications within the school and the community
 - m) Foster a partnership between the school and the parents of each child
 - n) Work to ensure that the diversity of the total school population is reflected in all school activities
 - o) Develop an attendance plan that:
 - (1) Complies with the requirements of state law and MCPS policies and regulations
 - (2) Provides for accurate and timely recording of school and class attendance
 - (3) Emphasizes the importance of regular school and class attendance and recognizes students who meet this requirement
 - (4) Establishes procedures for enforcing regular school and class attendance and for working affirmatively with students and parents to resolve attendance issues
2. Parent/Community Involvement
- Individual parents and community members, as well as civic organizations, businesses, and other agencies, should share in the responsibility for the social and intellectual development of students. Parent and community involvement should include:
- a) Communication networks that enable school personnel, parents, and community members to take a direct and active role in the education of students. These networks should establish and include:

- (1) Outreach efforts to individual parents and community members
 - (2) Programs to enable parents to help their children succeed in school
 - (3) Strong and continuing partnerships between the schools, the parent-teacher associations, and other community advisory and support groups
 - b) Supportive relationships with local business firms, community organizations, skilled and professional workers, and institutions of higher learning
 - c) Active volunteer programs in each school
3. Staff Development

Staff development should include regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. In order to establish effective and appropriate staff development activities, the school system should:

 - a) Require ongoing training for all instructional staff on new and revised curriculum
 - b) Allow reasonable autonomy for schools to identify and plan staff development activities which meet the needs of individual staff members, staff teams or entire school staffs
 - c) Allocate appropriate resources and support to schools for in-service training
 - d) Provide time for teachers, supervisors, and administrators to support staff development activities
 - e) Provide opportunities for staff to assume leadership roles within their buildings
 - f) Establish student-teacher centers for preservice training of prospective teachers
 - g) Support beginning teachers by providing intensive training and supervision
 - h) Ensure system-wide coordination of all staff training, including collaborative efforts with colleges and universities
4. Planning

System-wide and school planning should consider demographic and social changes and trends, analysis of the data related to change, and the integration of that analysis into long-range plans. Education research, future labor needs, funding sources, and technological developments are important elements to be reviewed in the planning process. To ensure effective planning, the school system should provide:

 - a) Adequate time for individual and group planning
 - b) Timely and relevant data
 - c) School self-study efforts that are consistent with and supported by central and area office planning and priorities
 - d) Technical and clerical support
 - e) Channels and processes to ensure effective coordination with school, area, and central offices
5. Accountability

A major result of school planning should be the development

of long-range (3-5 years) and annual goals that identify areas of the school program needing improvement and/or further development. The process of setting long-range and annual goals should result in annual management plans that are based on objective data of student progress and the assessments of school staff. School annual management plans should:

- a) Identify objectives for emphasis and improvement
- b) Contain action plans for the attainment of the specified objectives
- c) Provide for periodic assessment and reporting of progress

6. Instructional Practices

Instructional practices must help prepare students to become productive and informed adults. These practices should incorporate a variety of activities and strategies that encourage students to be active and engaged learners. The instructional practices must provide for the wide range of achievement and energy levels and the rapidly changing intellectual, physical, and emotional development of adolescents. In addition, continued emphasis should be placed on the development of basic learning and study skills. Instructional practices should:

- a) Relate instruction to prior knowledge, to the broader world, and to the needs and interests of students
- b) Facilitate the integration of curriculum objectives
- c) Communicate high expectations for student achievement and success
- d) Address the social and emotional development of students
- e) Assist students to develop basic and critical thinking skills
- f) Provide remediation and support for students who have not mastered basic skills
- g) Offer students a variety of learning experiences, including group and independent study, peer learning, tutoring, field trips, field study, and outside resource persons
- h) Be flexible enough to allow staff to address the individual and special needs of all students
- i) Use allocated instructional time efficiently and effectively
- j) View homework as an extension of student learning opportunities and an integral part of the teaching and learning process
- k) Minimize fragmentation of the curriculum and the student's day
- l) Utilize in both the planning and the implementation of instruction the special skills of all regular, alternative, and special education staff members
- m) Support leadership opportunities for students
- n) Develop articulation plans to ensure appropriate student placement and program continuity at each level.

7. Curriculum

- a) The curriculum is the framework for the instructional program. It must ensure that all students master basic

skills and have opportunities for further study and enrichment. The curriculum must reflect changing societal needs and the rapid growth of knowledge and technology. A major purpose of the curriculum should be to give students the strategies necessary for learning how to learn.

- b) The curriculum should be implemented to achieve the MCPS GOALS OF EDUCATION through a sequence of learning objectives and related opportunities supported by appropriate human and material resources.
 - c) The curriculum must provide the programs, courses, and learning experiences needed to meet Maryland graduation requirements.
 - d) The MCPS PROGRAM OF STUDIES and accompanying instructional guides should be regularly revised to reflect changing societal needs and the rapid growth of knowledge and technology. Revisions must include the conscious elimination of content which is no longer essential.
 - e) In addition to specifying the subject content to be taught, the teaching of the curriculum should:
 - (1) Offer each student a comprehensive program of instruction and include a common core of course offerings in every high school
 - (2) Accommodate differing interests, backgrounds, learning needs, and styles
 - (3) Stress the teaching of critical and analytical thinking skills in every course
 - (4) Emphasize lifelong learning skills
 - (5) Provide opportunities for students to explore ethical and value issues
 - (6) Demonstrate social responsibility through the performance of citizenship duties and community service
 - (7) Foster the development of students' appreciation and understanding of aesthetic expression
 - (8) Include appropriate career and vocational education objectives to prepare students to make college, career, and vocational decisions
 - (9) Incorporate interdisciplinary topics, whenever possible, that complement and support each other across content areas
 - (10) Require students to demonstrate the mastery of subject content and related skills
8. Organization and Staffing
- a) The Grade 9 through 12 comprehensive high school shall be the basic organization design for MCPS. To maintain the integrity of the comprehensive high school, the establishment of special programs in schools should be limited to those circumstances requiring extraordinary remedies.
 - b) Organization and staffing must support a nurturing environment that facilitates the integration of cognitive, physical, social, and emotional development of

- middle and late adolescents.
- c) Local school staff and community input should be considered in developing and implementing a school's organizational plan.
 - d) Each school should have reasonable autonomy to determine its organizational structure and implementation plan.
 - e) Each school's organizational pattern and staffing allocation should:
 - (1) Reflect balanced staffing and promote positive racial and cultural role models
 - (2) Ensure an appropriate educational program for students with special needs
 - (3) Utilize a variety of organizational patterns including, but not limited to, interdisciplinary teams, grades or multilevel classes, subject matter classes, and self-contained classes
 - (4) Reflect student needs, staff strengths, and the nature of the facility
 - (5) Provide time for teachers to plan together
 - (6) Ensure consistent and equitable access to all special programs, including honors and basic skills
 - (7) Provide appropriate guidance and counseling services to ensure that each student receives appropriate counseling
 - (8) Encourage and support programs for students with special needs in the least restrictive environment
 - (9) Allow local schools reasonable flexibility in the assignment and utilization of staff members

C. Review and Reporting

This policy will be reviewed every three years in accordance with the Board of Education policy review process.

After discussion, Board members offered several changes to the committee and agreed to provide additional comments in writing. The policies are to be rescheduled for further discussion at an evening meeting.

RESOLUTION NO. 96b-88 Re: SELECTION OF NEW BOARD MEMBER

On motion of Mrs. Praisner seconded by Dr. Cronin, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt the following procedure for replacing Mrs. Slye:

PROCESS FOR REPLACEMENT OF MRS. SLYE

To select a replacement for Mrs. Slye, the Board of Education will solicit candidates from the community. In anticipation that many people will reply, the Board will use a nomination and voting process to determine finalists. The Board will interview finalists for the position. A replacement will be selected to be sworn in by March 21. Specific process.

1. The Board invites citizens to apply asking that individuals provide the Board with the following information: Name, address, occupation, civic and professional activities, children (if any) and where enrolled in school, a brief statement of why the individual would like to be a member of the Board of Education, and certification of the applicant's eligibility (i.e., registered voter and resident of Montgomery County).
2. Selection Process:
 - a. Applications received; staff screens to ensure that requested information is included.
 - b. Board screens applications and each Board member nominates two names as semifinalists.
 - c. From list of semifinalists each Board member selects one name. If the Board wishes to interview other finalists from the list of semifinalists, they may do so by majority vote.
 - d. Board members develop questions to be asked of finalists in interviews with each Board member given the opportunity to ask one question of their own choosing.
 - e. Board conducts interviews including special arrangements, if necessary.
 - f. Board chooses a replacement and new Board member sworn in.
3. Deadline for applications - 5 p.m., Thursday, February 25. Staff will contact candidates on Friday if additional information is needed. Materials will be sent to Board members on February 26, and the Board will vote to narrow the candidates and to determine the individuals to interview on March 1. Interviews will be scheduled for March 14 and 15. The Board will select a replacement for Mrs. Slye on the evening of March 16, with the swearing-in to take place on March 21.

and be it further

RESOLVED, That the public be informed of the Board's action.

RESOLUTION NO. 96c-88 Re: BOARD CALENDAR FOR SELECTING MRS. SLYE'S REPLACEMENT

On motion Mr. Ewing seconded by Dr. Cronin, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education adopt the following schedule for the selection of Mrs. Slye's replacement:

February 10 to 25, 5 p.m.	Applications received
February 27 to 29	Board reviews applications
March 1, 8 p.m.	Board meeting to develop questions, select semifinalists/finalists
March 14, 8 p.m.	Public Interviews
March 15, 8 p.m.	Public Interviews
March 16, 8 p.m.	Selection of Board Member
March 21, 8 p.m.	Swearing-in of New Board Member

RESOLUTION NO. 97-88 ADMINISTRATIVE ORGANIZATION AND AMENDMENTS TO THE TABLE OF ORGANIZATION FOR THE

MONTGOMERY COUNTY PUBLIC SCHOOLS

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

WHEREAS, In his administration of the school system, the superintendent may determine that changes in the administrative structure and table of organization are needed for improved management effectiveness; and

WHEREAS, The existing central office administrative structure was established in 1978 and has existed with minor modifications for ten years while the school system has undergone changes in enrollment, leadership, and priorities; and

WHEREAS, The superintendent has reviewed the functions, duties, and reporting relationships in the central office and has determined that some modifications are needed within existing allocations of positions; now therefore be it

RESOLVED, That the following organizational, reporting, and title changes be implemented effective July 1, 1988:

1. Change the title of the executive assistant to the superintendent to associate superintendent for human services and accountability, with responsibility for supervising and coordinating the following units: Educational Accountability, Information, Personnel Services, Employee Assistance, Association Relations, Quality Integrated Education, and Magnet Program Coordination.
2. Create a Department of Management, Budget and Planning reporting to the deputy superintendent of schools, consolidating into this unit the Departments of Budget Planning and Development and Long-range Planning and reassigning the positions of coordinator, research assessment, and an operations analyst from the Division of Administrative Analysis and Audits and the business systems specialist from the Department of Financial Services. Position titles to be changed to reflect organizational changes.
3. Create the position of assistant to the superintendent (Grade O-Q) to coordinate the flow of paperwork, legal services, and Board of Education materials by transferring a position from the present position allocation.

and be it further

RESOLVED, That the organization chart for the Montgomery County Public Schools be amended to reflect these organizational changes effective July 1, 1988; and be it further

RESOLVED, That portions of the following resolutions dealing with this new organization and specific positions and departments be

rescinded effective July 1, 1988:

Resolution No. 69-78, Administrative Reorganization, February 1, 1978

Resolution No. 355-80, Department of Personnel Services, May 27, 1980

Resolution No. 422-84, Central Office Organization Change - Budget, August 7, 1984

Resolution No. 424-84, Central Office Organization Change - Long-range Planning, August 7, 1984

and be it further

RESOLVED, That copies of this resolution be sent to the county executive, County Council, and the state superintendent of schools.

RESOLUTION NO. 98-88 Re: AN AMENDMENT TO THE FY 1989 OPERATING BUDGET, SELF-INSURANCE

On motion of Mrs. Praisner seconded by Dr. Cronin, the following resolution was adopted unanimously:

RESOLVED, That the FY 1989 Operating Budget be amended by the deletion of \$49,948 represented by the reduction of self-insurance.

Re: A MOTION BY MR. EWING TO AMEND THE FY 1989 OPERATING BUDGET, FAILED

A motion by Mr. Ewing to amend the FY 1989 Operating Budget by adding \$70,000 for additional special education equipment failed with Mr. Ewing, Mr. Goldensohn, and Dr. Shoenberg voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, (Mr. Herscowitz), and Mrs. Praisner abstaining.

RESOLUTION NO. 99-88 Re: AN AMENDMENT TO THE FY 1989 OPERATING BUDGET, SPECIAL EDUCATION

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

RESOLVED, That the FY 1989 Operating Budget be amended by the addition of \$40,000 for special education equipment.

RESOLUTION NO. 100-88 Re: AN AMENDMENT TO THE FY 1989 OPERATING BUDGET, MODEL LEARNING CENTER

On motion of Dr. Cronin seconded by Mr. Goldensohn, the following resolution was adopted unanimously:

RESOLVED, That the FY 1989 Operating Budget be amended by the addition of \$5,672 to make the clerical position full-time at the Model Learning Center.

RESOLUTION NO. 101-88 Re: AN AMENDMENT TO THE FY 1989 OPERATING BUDGET, CONTINUATION OF EASTERN MAGNET

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

RESOLVED, That the FY 1989 Operating Budget be amended by the addition of \$49,532 to continue the interdisciplinary program currently at Eastern Intermediate School to Blair High School.

Re: A MOTION BY MR. EWING TO AMEND THE
FY 1989 OPERATING BUDGET (FAILED)

A motion by Mr. Ewing to amend the FY 1989 Operating Budget by adding \$90,000 for more pilots on the Commission on Excellence recommendations failed with Mr. Ewing voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, (Mr. Herscowitz), Mrs. Praisner, and Dr. Shoenberg abstaining.

Re: A MOTION BY MR. EWING TO AMEND THE
FY 1989 OPERATING BUDGET (FAILED)

A motion by Mr. Ewing to amend the FY 1989 Operating Budget by adding \$150,000 for an outside firm to study the administrative structure of the school system failed for lack of a second.

RESOLUTION NO. 102-88 Re: AN AMENDMENT TO THE FY 1989 OPERATING
BUDGET, SUPERINTENDENT'S SALARY

On motion of Dr. Cronin seconded by Mrs. Praisner, the following resolution was adopted unanimously:

RESOLVED, That the FY 1989 Operating Budget be amended to set the superintendent's salary at \$102,750.

RESOLUTION NO. 103-88 Re: FY 1989 OPERATING BUDGET

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

RESOLVED, That the FY 1989 Operating Budget be adopted in the amount of \$577,890,840.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner stated that it had been brought to her attention that the University of Maryland in strengthening its admissions standards was not considering honors courses as being a heavier academic workload. As a consequence, some students were not being accepted. This might have an effect on enrollment in honors courses as well as in the numbers of students accepted at the university. While she was not sure this information was accurate, she asked staff to check with the university as to how they were looking at grade point averages and to check with counselors about MCPS student acceptance at the University.

2. Mr. Goldensohn reported that he had visited with the Gaithersburg Chinese School to celebrate New Year's. The Washington CHINA POST wanted to carry public announcements about the school system. The director of the Chinese School would contact Dr. Shinn in terms of recruiting Asian teachers. The five Chinese schools in Montgomery County all taught Chinese language and culture and were equipped to teach non-Chinese students. They might be able to assist MCPS in providing instruction in Chinese.
3. Mr. Goldensohn said that under new business he would be bringing up an item on Lee conversion to a middle school because parents in Bel Pre and Kemp Mill were requesting a year's delay. He would also be bringing up an item on students in the seventh and eighth grade at Frost. As a person voting in the negative, he could not make a motion to change that decision. However, he would like the Board to look at a change in the implementation procedure. He would be making a motion to ask for reconsideration of the Board's decision concerning the East Deer Park community which had been transferred to Rosemont. The Gaithersburg mayor and Council had requested this reconsideration.
3. Mr. Ewing mentioned that under new business he would bring up a response to the Council's proposed action on all-day kindergarten. Mr. Subin's motion would abolish all-day kindergarten in the county which would be a significant action on the part of the Council should it occur. Another motion had to do with the ICB. It seemed to him it was time for the Board to review that arrangement and see whether there were other options.
4. Mr. Ewing reported that the Board was receiving communications from Malcolm Lawrence and others on the matter of assertions that there were continuing privacy invasions. He would hope that the superintendent would continue to pursue that and look at specific circumstances.
5. Mr. Ewing stated that in conjunction with the Paint Branch cluster boundary issue, Mrs. Praisner had raised the matter of the way in which the Council had dealt with that community in terms of the CIP. However, this was not the only area in which the Council's action on the CIP had been very unresponsive to the real needs of children in a number of places in the county. He reported that the county's experts on all-day kindergarten had suggested that if they were short of place they could use portables. It seemed to him that the Council was not acquainted with the facts and was not responding to meet the real needs of children in the county. He said that this was a matter of a growing crisis, and he hoped that the Council would meet the real needs of children.

RESOLUTION NO. 104-88 Re: EXECUTIVE SESSION - FEBRUARY 25, 1988

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

WHEREAS, The Board of Education of Montgomery County is authorized by Section 10-508, State Government Article of the ANNOTATED CODE OF MARYLAND to conduct certain of its meetings in executive closed session; now therefore be it

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on February 25, 1988, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

Re: NEW BUSINESS

1. Mr. Herscowitz moved and Mr. Goldensohn seconded that the Board schedule discussion on the weighted grading and credit/no credit policies to review and possibly amend these policies.

RESOLUTION NO. 105-88 Re: ALL-DAY KINDERGARTEN

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

RESOLVED, That the Board of Education through the superintendent and officers of the Board convey to the County Council its concerns over the misrepresentation of all-day kindergarten at the Council meeting on Monday in terms of how all-day kindergarten is in fact offered in Montgomery County, and, secondly, the methods by which any models for combining kindergarten with day-care begin with staff level committees comprised of county government and school system staff which committees would then report to the Board, the executive and Council with any recommendations for action, and, thirdly, the Board would thereafter take action to review and act on those recommendations in keeping with the Board's responsibility for the setting of policy in the public schools about what programs are to be offered under what circumstances in the public schools.

2. Mr. Ewing moved and Mr. Goldensohn seconded that the Board review the operation of the ICB, the benefits, advantages, as well as the cost disadvantages to MCPS and to those MCPS services in terms of the present mode of providing space for community use of schools, and that the Board, secondly, review other options which might achieve the same objective of providing for community use of schools but in ways that would be more compatible with the operating needs of MCPS.

3. Mr. Ewing moved and Mr. Goldensohn seconded that the Board should in pursuit of its existing policies committing it to review the progress of the magnet schools in Blair and B-CC do that this spring with a review to determining effectiveness and future needs.

4. Mr. Goldensohn moved and Dr. Shoenberg seconded that the Board reconsider the details of the conversion of E. Brooke Lee Intermediate for the purpose of delaying for one year the shift of the sixth grade from Bel Pre and Kemp Mill Elementary Schools.

5. Mr. Goldensohn moved and Mr. Herscowitz seconded that the Board reconsider the action of the transfer of the East Deer Park section that is being transferred from Washington Grove to Rosemont.

RESOLUTION NO. 106-88 Re: DISCUSSION of RITCHIE PARK (FROST)
TIMING OF STUDENT ASSIGNMENT

On motion of Mr. Ewing seconded by Dr. Shoenberg, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Mr. Goldensohn, (Mr. Herscowitz), and Dr. Shoenberg voting in the affirmative; Mrs. DiFonzo and Mrs. Praisner abstaining:

RESOLVED, That the Board schedule a time to discuss the articulation pattern of the current Ritchie Park seventh and eighth grade students at Frost to be allowed to continue at Wootton.

Mrs. Praisner requested a legal opinion as to whether this was an appropriate and legal motion for the Board to make. Mrs. DiFonzo agreed that the Board would request the opinion of its attorney.

6. Dr. Pitt noted that the Board had a report on the magnet schools. He was pleased with the report as well as the article in the Metro section of the Washington POST. Not only did the magnet schools show excellent academic achievement for the students, but the report also showed positive attitudes of parents and students toward the programs.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Revised Program of Studies Objectives for Social Studies, Grades 7 and 8 (for future consideration)
4. Minority-, Female-, or Disabled-owned Business (MFD) Procurement Report for Second Quarter, FY 88
5. Magnet School Report
6. Recommended Approval of Introduction to Statistics (for future consideration)

Re: ADJOURNMENT

The president adjourned the meeting at 5:15 p.m.

PRESIDENT

SECRETARY

HP:mlw