

APPROVED  
15-1988

Rockville, Maryland  
March 9, 1988

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Wednesday, March 9, 1988, at 10:25 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: None

Others Present: Dr. Harry Pitt, Superintendent of Schools  
Dr. Paul L. Vance, Deputy Superintendent

RESOLUTION NO. 136-88 Re: BOARD AGENDA - MARCH 9, 1988

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

RESOLVED, That the Board of Education approve its agenda for March 9, 1988.

Re: ANNOUNCEMENT

Mrs. DiFonzo announced that Dr. Cronin was teaching this morning, Mr. Goldensohn would join the meeting around noon, and Mr. Herscowitz had left executive session to go to Annapolis.

RESOLUTION NO. 137-88 Re: HB 889 - PROFESSIONAL STANDARDS AND  
TEACHER EDUCATION BOARD - SCHOOL  
PERSONNEL CERTIFICATION

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

RESOLVED, That the Board of Education oppose HB 889 - Professional Standards and Teacher Education Board - School Personnel Certification.

RESOLUTION NO. 138-88 Re: SB 415 - HEALTH OCCUPATIONS -  
PSYCHOLOGISTS

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

RESOLVED, That the Board of Education oppose SB 415 - Health Occupations - Psychologists, unless amended.

RESOLUTION NO. 139-88 Re: HB 1072 - FAMILY LEAVE

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

RESOLVED, That the Board of Education oppose HB 1072 - Family Leave.

Re: SUPPORTIVE SERVICES EFFICIENCY PROGRAM

Dr. Pitt reported that they had discussed moving to an efficiency program. He was pleased with the progress of the efficiency program in such a short time. He felt that some of the ideas coming out of Supportive Services could be transmitted to other offices. On behalf of the members of the Board, Mrs. DiFonzo complimented Dr. David N. Thomas, associate superintendent for supportive services, on his appointment as superintendent of schools in Loudoun County, Virginia. Dr. Thomas replied that it had been a privilege being associated with the Montgomery County Public Schools. He complimented Dr. Pitt on the excellent beginning of his tenure as superintendent.

Mr. Stephen Raucher, director of the Department of Management Information and Computer Services, stated that they had a three part process. First, they were looking to generate specific short-term suggestions to reduce current expenditure levels, they were trying to define a structured process for long-range efficiencies, and they were trying to create a departmental culture that promoted team-building, cooperation, and enhanced service to all users. The department was using divisional and departmental councils to review issues, and they were receiving three to five suggestions per week from staff members as well as suggestions from other departments. To date, they had implemented several suggestions including reductions in printing, increases in forms on the laser printer, and elimination of old punch-card equipment. They were currently considering declaring two days a week "meeting-less" days, and they were thinking about possibly charging some insurance carriers for the use of MCPS magnetic materials such as tapes. They were looking at the possibility of in-house administrative microcomputer maintenance as opposed to buying maintenance contracts. He said that they kept the suggestor informed about the status of the suggestion. At present they had generated over \$10,000 from the efficiencies he had mentioned.

Mr. Raucher explained that in the longer term the Division of Systems Development had embarked on the use of quality circle as a means of achieving long-range efficiencies. They had negotiated a partnership with PEPCO to provide quality circle methodology training for MCPS employees. At present they had two quality circles and hoped that this would spread to other offices. With the advice of PEPCO, they

had developed a standard for what quality circles should deal with, and they would address the scope of authority of quality circle teams. On a departmental basis they had designed two surveys, one to obtain feedback on departmental and internal issues, and one to assess user perceptions of their service. They were also working with Staff Development on improving the climate for productivity, and in addition, Mr. Raucher had received approval for his Ph.D. dissertation on implementing an employee-based management efficiency program.

Mr. Charles Stine, director of the Department of Financial Services, reported that in December they had had their kick-off meeting to explain the efficiency program, and staff saw this as an opportunity to improve their current work habits and procedures. The increase in the number of schools and employees and the changes in federal and state law had increased their workload, and they thought this was an opportunity to find better ways of accomplishing additional tasks without adding staff. In some cases they would stop doing certain things, provided that those did not affect the effectiveness, the validity, and the timeliness of the work in their area. For instance, they might do spot checking of vendor-generated invoices instead of 100 percent verification.

Following the kick-off meeting, the three divisions formed teams along organizational lines, and a group of secretaries across organizational lines was formed. They had come up with 75 ideas. Some might generate savings over time, and some would improve services without generating savings. An evaluating instrument had been developed, and they were going to log in calls from users in Payroll, Accounting, and Insurance to find out what people were asking. Then they would do a feedback on a sampling to find out if the answers were appropriate and whether staff was courteous in responding and in leading people to other areas if their questions could not be answered. The results of those surveys would be used in retraining his staff and modifying forms to better provide the services. Dr. Pitt added that in this budget he had not allowed staff to increase, and yet they did have more work. Part of their job was to find ways of doing more work with no more staff.

Dr. Philip Rohr, director of the Department of Educational Facilities Planning and Capital Programming, explained that they were a small group with no divisions and had set up a departmental team. He cited the efficiencies and improvements they had made in the last two years from a new facilities planning policy to new computerization for projections to a new CIP format and to a new master plan integrating facilities planning and demographic planning. Their major activities had focused on improved operations within the department such as team building and sharing information. He explained that their long term goals were to improve working and sharing with other departments.

Mr. William Wilder, director of the Department of School Facilities, commented that he was impressed with the enthusiasm and the number of people involved in making suggestions. In fact, they were looking at over 165 ideas. He said that with nearly 400 maintenance employees

they had divided the initial evaluation into ten teams which were screening ideas before the ideas came to the division council. In addition to the suggestions noted in the superintendent's memorandum which should generate a savings in excess of \$100,000 a year, they were delighted with response and enthusiasm. One example was to retrofit exit lights with fluorescent bulbs which would result in almost \$100,000 annual savings.

Mr. Leon Stafford, director of the Department of School Services, reported that 81 ideas had been submitted, and six had been implemented and only two had been rejected. The six covered fuse replacement for cash registers, use of plastic strips to unjam paper tapes in cash registers, auditing bus runs to ensure that bus operators were paid the time worked, consolidation of bus runs and services areas where runs overlap, and reducing overtime of transportation staff. Prior to implementing the idea about cash registers, they had spent about \$4,800 for the paper jamming service calls and about \$9,600 for preventive maintenance. Dr. Pitt added that service calls cost \$60, and the problem might be a fuse which cost 65¢ and the time of cafeteria personnel.

Mr. Stafford said they were looking at collecting and transporting scrap metal to a salvage company, charging bulk mail rates to non-MCPS users of the pony mail service, establishment of a roving carpet cleaning crew and consolidation of purchase orders. He also reported that they had saved 14.5 FTE's by the auditing of bus runs. He explained that they might have had some drivers who were being paid to drive six hours per day, but in reality they were only driving five hours.

Dr. Pitt commented that he was interested in providing some monetary award for people who come up with significant savings. He was in the process of discussing that with employee organizations. Dr. Thomas stated that they would be happy to receive suggestions from Board members as well as employees. He acknowledged the contributions of the 12 division directors. He wanted to especially acknowledge Dr. George Fisher whose job was to see that this project got off the ground and kept moving. Dr. Thomas explained that they were trying to create a climate for improvement and cost savings. They were trying to establish a process to sort through these and then bring to reality those that were viable. Third, they were trying to create a feedback loop of a self-evaluation survey process to improve the quality of service. Finally, they wanted to leave an impressive, morale building financial service quality track record through the one-page reports that would come to the Board on an annual basis.

It seemed to Mr. Ewing this was an excellent start and a very well designed approach and one that seemed to be working very well. He was delighted they had made the progress they had. One of the things that was not mentioned as a theme was the involvement of a substantial number of staff members and directors. He thought it was good they were doing it, and he said that this could be a model for school systems everywhere. Dr. Thomas agreed that there was a well spring of goodwill out there that this process was tapping.

Mrs. Praisner complimented the staff on their activities and their presentation. She suggested that it would be useful to share this kind of information with members of the County Council so that they would be aware of what was going on. There might be some modeling that the county government could do in relationship to what MCPS was doing as well as other school systems. It seemed to her they should acknowledge this well spring of positive feeling and respond to it because these employees were coming forth with these suggestions while they were also doing their jobs. She did not know what they had in mind for the end of the year progress report or communications to the employees. Dr. Pitt replied that he had asked Dr. Thomas to meet with Mr. Foo to talk about some approaches that would give recognition to people. Mrs. Praisner noted that they would focus on dollars saved, but she cautioned that they not only focus on this. There were efficiencies of less time spent or more efficient time spent where the dollars were not easily computed. However, these helped to make people feel good about their jobs. Dr. Pitt agreed that this aspect was critical. The other point was that they had already saved money because they had deliberately held to a same services budget which meant that the staff had to work harder to serve more people.

Dr. Shoenberg said they should make it clear that what they were doing was devising ways of living within the budget that they had. He hoped they were going to find ways to be able to use some of this money to do the things that the folks in these offices would like to do to improve the level of services they were able to provide. He was pleased about the enormous enthusiasm with which this new initiative had been pursued and taken up.

Mr. Ewing explained that they had to be careful about the theme of quality. There was always the desire on the part of some to improve quality beyond the level really needed to get the job done. However, there were areas where the quality of services ought to be an objective, and where they would want to use some of the savings in that way. He recalled that some ten years ago he had suggested using regular gas instead of premium gas in school buses. He had assumed ever since that that had paid his salary in savings. He would challenge all Board members to figure out what they could do to pay their salaries over the next four years.

Dr. Thomas explained that they were trying to focus on operations and ideas in their house, but when they had that in order, they could look out. For example, they were starting the process of moving portable classrooms earlier this year, and as part of that Dr. Fountain's staff looked at where portables could be placed to shorten the time children had to spend on the bus. As a result of that activity, they would save \$200,000 next year in bus transportation.

Mrs. DiFonzo complimented staff on their excellent efforts. She was delighted and hoped they could continue to find other economies.

Re: A MICROSCOPE ON MAGNET SCHOOLS

Dr. Pitt pointed out that their approach to magnet schools was to use the study DEA had just published. That study showed they had not only academic gains that were significant for young people, but also attitude changes such as high expectations for all children and families from different ethnic groups relating to each other in very positive ways. One question in his mind and in the successful strategies approach was how they could transfer some of those things to other places in the school system.

Dr. Carl Smith, executive assistant, introduced Ginny Tucker, coordinator of the Eastern Communication Arts Magnet; Phil Gainous; Gerry Meltz; Dr. Steven Frankel; Dr. Sandy Robinson; Dr. Delores Baden; and Dr. Michael Haney, coordinator of the Blair Magnet Program.

Dr. Robinson said they appreciated the opportunity to discuss not only this report which focused on elementary schools but also the full range of programs that they had. They were in the beginning stages of the secondary study and were designing the research questions for that report. Dr. Robinson pointed out that the programs ranged from language immersion programs to science and technology programs. However, they had to remember that the major reason for the programs was not the fact that they were breaking ground in curriculum development which they were, but they were a tool for integration. They were integrating these schools, but they were in fact developing curriculum in these programs that were models for the rest of the country. They did have people visiting their schools from all over the United States. In addition, an adjacent county had used a lot of MCPS programs in their magnet schools. She emphasized that they were trying to learn from the research and apply this in other schools.

Dr. Frankel reported that this was the first tightly controlled study done in the United States that fulfilled the dream of magnet schools. In the elementary magnet programs in Montgomery County, they were fulfilling that initial vision. In regard to academics, the study said decisively that the students were doing better than their counterparts in the schools they left. They had gained the equivalent of about 5 NCE points. Secondly, they were showing that these programs were not schools within schools. They were finding that all children regardless of race or magnet status had highly positive attitudes towards the programs they were in. When they "corrected" for actual academic levels of achievement, there were no differences in teacher expectations for children of different races. He hoped that they would find similar findings in other studies of other schools in the future. Dr. Pitt added that this was part of the identification of successful strategies which went beyond their minority education plan. Factors in that successful strategy worked and could be transmitted.

Dr. Frankel said the next area was pupil friendship. There were two important findings here. Some parents worried about sending children

to a school in a different neighborhood. They found the children coming into the magnet programs tended to be more popular than the children in the home school. They also found that friendship choices of children when it came to choosing friends of different races was directly proportional to the racial mix in the program. Finally, both magnet and nonmagnet parents gave their schools 3.4 on a 4.0 scale or a B+. The parents sending children from out of the feeder area into magnet schools tended to be heavily involved in those programs. Interestingly, 92 percent reported having talked with teachers and 75 percent had visited the classrooms.

Mrs. DiFonzo recalled that in a discussion a year ago on alternative education programs the remark had been made that if they poured the same money into the regular classrooms those students would be achieving as well. She asked if they could expect the same level of achievement at other schools if they provided Head Start, Chapter I, counseling services, additional aides, and smaller class size. Dr. Robinson replied that there were other issues that went beyond actual dollars. Those included high expectations of staff, teachers, principals, and communities. For example, the B-CC and Blair community had high expectations for their schools, and that notion could be replicated in other settings. Dr. Pitt commented that some of their population was educationally disadvantaged, and he believed it did take more money to help that youngster to get ahead in the school system. As an educator, he believed they had an obligation to do that. If they did not provide this help now, the cost to society would be tremendous.

Mrs. Meltz stated that there was a difference between magnet schools and having resources pumped into a school. Before magnets, schools in their area were at the low end of the spectrum and were losing population. With magnets, they had to create something positive which was something different than trying to maintain a program. The climate of magnet schools was different for principals and teachers because they were playing a part in the selling of a product. She commented that it was exciting to see something on paper that they all knew was happening in their schools. They were not testing their product, but they were testing students on their general education. In the magnet schools there was a dedication to quality not just to lifting scores. Mrs. Meltz noted that the people sending children to their schools were not ordinary parents. Blair and B-CC cluster parents had fought to maintain integration in their schools, and they were really dealing with parents believing in an integrated, multicultural environment that was good for their children. She was not sure they could engender that in other parts of the county.

Mrs. DiFonzo asked whether there was any leading factor. For example, was it the attitude in the buildings, was it parental support, was it reduced class size, or was it a combination of these? Dr. John Larson replied that right now they just had hunches. One thing was to identify a phenomenon and the other was attributing the cause appropriately to that phenomenon. The report identified the phenomena in magnet schools, but it would take a lot more study to dig out what caused it. One hunch was the interdisciplinary flavor

of the studies in the magnet schools. It seemed to Mrs. DiFonzo that if that were the case, this could be transferred to other schools. Dr. Pitt reported that as part of their successful strategy approach, they would have a team look at those factors including what the school itself thought was working. Then the team would see whether it could be transferred some place else. Mrs. DiFonzo remarked that she was delighted not only with the results of the study but also with the idea of transference of the programs.

Dr. Shoenberg observed that sending your child to a magnet school required some kind of a proactive effort. It required paying attention to the educational environment, seeking out certain information, making certain judgments, and caring about the kind of education your child was receiving. One way of explaining the phenomenon was that what they had was a large group of children from families where there was a real interest in and commitment to the child's education. He thought that the success of magnet schools was a kind of a self-fulfilling prophecy. Dr. Frankel disagreed. If this were a system in which they had very low levels of parent involvement with education and very low ratings of schools, it might be the case. Montgomery County had a highly aware and highly involved parent population. He remarked that there was a very interesting parallel to this in the parochial school literature. For many years people tried to dismiss the success of parochial schools by saying that parents self-selected. The research showed this was not the issue. It was program features and program governance. Dr. Robinson added that at the elementary level, most students were from that attendance area and parents did not have to select.

Dr. Larson commented that this was a good hunch, and they had checked it out. They studied gains and "controlled" for students' initial achievement scores. Secondly, parent involvement in the schools was about the same in the magnet and non-magnet schools. Thirdly, they found similar gains in the non-transfer students as well.

Dr. Shoenberg asked if they had any way of estimating what the Hawthorn effect of these magnet programs might be. Dr. Baden replied that the Hawthorn effect might have an impact on all of them because the system expected more from those schools. People working at those schools expected to do more and to receive more support. Parents had a higher level of expectation, and they shared that with other parents. Parents were concerned for their school and for other schools in the cluster. Teachers were selected carefully, too, because they wanted to have the best teachers. Those teachers were expected to produce, and they did.

Dr. Shoenberg said they had talked about finding ways of demonstrating to the public that what they were doing was good. He wondered about the ways they had other than each parent's experience of his or her own child to demonstrate in some less impressionistic way that what they were doing was a good thing. Dr. Baden replied that at her school they had a task force comprised of parents, area office, and school personnel. They looked at what was happening and made recommendations for change.



Mrs. Meltz reported that there were certain things happening that they could be very objective about. Children were learning French and Spanish, and some children were doing things in communications skills that they never would be able to do otherwise. They were producing products, and yet they were maintaining skill levels in regular subjects.

Mr. Gainous commented that on the secondary level, their students were just entering in the test phase mode. Therefore, they had to convince parents they had a good program by other means. One way was to show caring for the individual child. They took care with staff selection, both for the magnet and for the regular program. Parents might feel comfortable about the magnet program, but they had questions about the rest of the school. Therefore, they met with teachers and were shown that magnet students were involved in all phases of the extracurricular program. He pointed out that their applications were way up this year. Dr. Pitt added that they had 240 applicants to the Blair program which was a significant increase. He was hopeful they would show a steady increase for the next two or three years. This was also true at Eastern and Takoma Park.

Mr. Edward Green commented that at Rosemary Hills they had had six meetings, and last Friday 34 families spent half a day at the school. He explained that it was a selling operation, and they pointed out that every child had a computer at his or her disposal and the gifted and talented program was visible. He thought it was remarkable that a K-2 primary school was so outstanding. For example, there were nine kindergarten teachers who met regularly and were able to come up with suggestions to enhance the program.

Dr. Robinson reported that they had open houses from January to May in both clusters. This was part of their public relations campaign. Once parents got in the building, they could be sold on the program. She thought that the good publicity in the newspapers had helped them.

Mr. Ewing remarked that although he was not a professional researcher, he used to run a research program. Therefore, he always looked at how a study was designed and conducted. They had strong findings here, but the findings were appropriately and properly qualified based on what it was possible to do. From that perspective, it was particularly encouraging to see the results. The analysis was carefully done and would stand up to scrutiny from others in the research community. He reported that some people had already said to him having seen the newspaper accounts of the study, "you have fixed it." This was a positive comment, but the appropriate response was "not yet." In fact, dealing with the objective they had set for themselves, it was not a matter of a "fix." It was a long-term commitment. It was a commitment of resources and a commitment of leadership. The school system had exhibited a substantial amount of leadership and so had the Board.

Mr. Ewing said he had a question about the exhibit on page 4-7 of the report. He thought that was a striking exhibit. It seemed to mean

that as more black students were enrolled in a school, the level of satisfaction of black parents increased. As more white students enrolled, the level of satisfaction of white parents increased. As those levels reached 50 percent, there was an optimum in terms of the view of parents. When it switched, white satisfaction dropped, and black satisfaction increased. It seemed to him that this had policy implications as they thought about their magnet school programs. For example, in the Blair cluster the proportion of minorities, not necessarily blacks, was above 50 percent. He thought this could be turned into a very powerful argument for the necessity of continuing their effort to attract persons both within the feeder areas and, even more significantly, outside the feeder areas to those schools. This meant that they had to have space. They had to continue to regard the demographic trends and the school enrollment trends as being something they could affect. He thought there had not been major changes in the Blair community because of the schools. As a school system they had to build this into their strategies and policies. Dr. Frankel said Mr. Ewing had not misread the exhibit. In regard to in-school integration, Mr. Ewing understood the finding to be that students selected friends across racial groups against the norm. The expectation would be that students would stick with their own groups. In magnet schools they tended to select across groups substantially. He asked if this was beyond what they would expect.

Dr. Frankel replied that it was hard to say this. The real proof would be when they looked at the high school studies because of other studies. They did not have comparable data for other MCPS schools. The other schools could be doing very well on this aspect, but they had not been measured. It seemed to Mr. Ewing it was important for them to be sure as they approved magnet school programs they did that in a way that it did not produce isolates or cause children to be separated. He worried about that a great deal. This raised an issue for them in the Oak View appeals and suits. It was an issue they had to address when they dealt with the County Council. Dr. Pitt explained that as part of their criteria for establishing new programs they looked at that very issue. They did not want to develop a superficially integrated program that isolated children within a school.

Mrs. Meltz reported that when they added a language program to a completely integrated program this was a big worry for her. Because they had a half-day program, they remixed for half a day so that they had some significant integration. This raised the question of class size because they could not come out with ratios of 25 to 1 or 30 to 1 when they did that. They needed a lot of leeway because for part of the day they were above class size regulations and part of the day they were below class size regulations.

Ms. Tucker added that they were sensitive to this when they introduced the communication arts magnet into Eastern. They worked hard to collaborate between the regular staff and the magnet staff so that all of the technical facilities and curriculum development work

was shared. Now they had an interdisciplinary unit developed for the magnet being team taught to the regular GT class. They now had the goal of every child at Eastern having exceptional writing, media production, and foreign language experiences. Last year five students asked to come into the Eastern regular program even though their magnet applications were denied.

Mrs. Praisner complimented the individuals who had been involved with the programs from the Board level and the superintendents through to the local schools and the communities. What was laid out in the report was the challenge for the school system. This did not mean their work was done. They had to continue to monitor and to work with programs to insure that they continued to be successful. At the same time there was a challenge to make sure that the community understood the results and did not build into these results negative perceptions about their own schools or the comparison. They had to deflect the idea that something was going on that was negative in people's schools because of what was going on in the magnets. People had to understand the commitment and the rationale. She also thought there were some things in the study they had to be careful about. There were assumptions about comparisons of test scores or students in non-magnet schools and test scores. She would soften those results because of the assumptions that were made about test scores. She had a question about rushing to judgment when they had had some magnets in place for a short period of time. Their success might be better or it might not be so good once they looked at the magnets after a while.

Mrs. Praisner said this spoke to the assessment that was going to take place about the Blair magnet. They were talking about a program that had been in place for only three years and had not had its first class graduate. She thought there were different situations in place when they talked about secondary magnets. She hoped they would review what had been done in other studies so they did not make the same mistakes. Because they had more students enrolling in the secondary program, it didn't necessarily mean the programs were successful.

Mrs. Praisner said they had talked about upper and lower level test scores. She asked if there were any assumption there that by having a lower level school and an upper level school that there was not enough coordination going on between the two levels. Dr. Larson explained that they did not really evaluate a set of schools that were only K-3. Mrs. Praisner asked about assumptions that the upper level was more successful, and she wondered whether it was an issue of articulation. Dr. Frankel replied that it was much too early to tell. It might be that exposure to this kind of environment might take three or four years to show this. He would guess that was probably it and not the articulation. If there had been dysfunction in the curriculum between the schools, they would have picked it up. Mrs. Praisner noted that there was a statement on parent involvement that schools were going to have to work even harder to attract transfers because of the increase in satisfaction that parents had for their own school. She would turn that around and say there was

great satisfaction in the school system. To say that because people were satisfied at the home school was a negative was something they should be concerned about.

Dr. Pitt cautioned about saying the enrollment had turned around in the Blair magnet. He thought they needed a long look at this and should not rush to judgments. However, all the indications were that it was going to work. Secondly, they did not have good data yet about how successful students were in the Blair program although every indication was that they would be. Thirdly, the work was not done in any sense of maintaining an integrated population. He reported that in their minority plan they had a number of goals, and to him the most difficult one to get at was how they transferred successful practices. If they could find a way to do that, it would affect every young person. He complimented school personnel, parents, and the Board of Education because of their support for magnet schools.

Dr. Robinson commented that as they began to share their strategies they would no longer be unique. Therefore, they would need resources to develop other strategies. For example, computer science instruction was changing almost daily. While they were willing to share what they were doing, but on the other hand when other schools adopted what magnet schools were doing, the magnets would not be different.

Mrs. DiFonzo thanked staff for their report and all their efforts.

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 12:40 to 1:40 to discuss site items, personnel matters, and appeals. Dr. Cronin and Mr. Goldensohn joined the meeting at this point.

Re: BOARD/PRESS/VISITOR CONFERENCE

Jan Rueter, Magruder Cluster, appeared before the Board.

RESOLUTION NO. 138-88 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. 139-88 Re: PERSONNEL REASSIGNMENT

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 personnel reassignments be approved:

| NAME              | FROM   | TO  |
|-------------------|--|---|
| Carolyn R. Dodge  | Kindergarten Teacher<br>Woodfield ES<br>MEQ-18           | Assignment to be<br>determined<br>Will maintain salary<br>status<br>To retire on 7-1-89 |
| Isabelle McGinley | School Financial Sec.<br>Einstein High School<br>11-I-L2 | Assignment to be<br>determined<br>Will maintain salary<br>status<br>To retire on 7-1-89 |

RESOLUTION NO. 140-88 Re: EXTENSION OF SICK LEAVE

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

WHEREAS, The employee listed below has suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employee's accumulated sick leave has expired; now therefore be it

RESOLVED, That the Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated:

| NAME               | POSITION AND LOCATION            | NO. OF DAYS |
|--------------------|----------------------------------|-------------|
| Martha C. Sequeira | Secretary<br>Montgomery Blair HS | 10          |

RESOLUTION NO. 141-88 Re: DEATH OF MR. RICHARD C. GOODSON  
BUS OPERATION IN AREA 2 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 February 14, 1988, of Mr. Richard C. Goodson, a bus operator in Area 2 Transportation, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the ten years Mr. Goodson was with Montgomery County Public Schools, he demonstrated an exceptional ability as a bus operator; and

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



now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mr. Clarence B. Robinson, Jr. 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. Robinson's family.

RESOLUTION NO. 144-88 Re: APPROVAL OF INTRODUCTION TO STATISTICS

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, 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, Sec. 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., Sec. 4-110); 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 IFB-RA: Development and Approval of Curriculum and Supporting Materials); and

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

WHEREAS, The development of quantitative literacy is considered a priority by many professional organizations; and

WHEREAS, The MCPS MATHEMATICS TASK FORCE REPORT called for the improvement of the mathematics program for all students and included recommendations to review and modify curriculum content and instructional strategies to reflect current trends and to train staff in these modifications; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the curriculum for Introduction to Statistics based on the results of pilot testing; and

WHEREAS, The superintendent recommends that the Board approve these new courses presented on February 9, 1988; now therefore be it

RESOLVED, That the Board of Education approve Introduction to Statistics for inclusion in the Grades 9-12 mathematics section of the PROGRAM OF STUDIES as a base core Category 2 course effective for the 1988-89 school year.

RESOLUTION NO. 145-88 Re: APPROVAL OF REVISED PROGRAM OF STUDIES  
OBJECTIVES FOR SOCIAL STUDIES,  
GRADES 7 AND 8

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, 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 Volume 6, Sec. 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., Sec. 4-110); 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 IFB-RA: 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 revised PROGRAM OF STUDIES objectives for Social Studies, Grades 7 and 8; and

WHEREAS, The superintendent recommends that the Board approve these revisions; now therefore be it

RESOLVED, That the Board of Education approve the revised PROGRAM OF STUDIES objectives for Social Studies, Grades 7 and 8, for publication in the PROGRAM OF STUDIES as part of the MCPS curriculum to become effective in the 1988-89 school year.

RESOLUTION NO. 146-88 Re: FY 1988 CATEGORICAL TRANSFER WITHIN  
THE PROVISION FOR FUTURE SUPPORTED  
PROJECTS

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to effect the following categorical transfer within the FY 1988 Provision for Future Supported Projects:

| CATEGORY | FROM | TO |
|----------|------|----|
|----------|------|----|



|                          |          |          |
|--------------------------|----------|----------|
| 1 Administration         |          | \$ 7,000 |
| 2 Instructional Salaries | \$ 7,469 |          |
| 3 Instructional Other    |          | 32,000   |
| 4 Special Education      | 17,431   |          |
| 7 Pupil Transportation   | 600      |          |
| 10 Fixed Charges         | 13,500   |          |
|                          | -----    | -----    |
| TOTAL                    | \$39,000 | \$39,000 |

and be it further

RESOLVED, That the county executive be requested to recommend approval of this resolution to the County Council and a copy be sent to the county executive and the County Council.

RESOLUTION NO. 147-88 Re: FY 1988 SUPPLEMENTAL APPROPRIATION FOR NONPUBLIC TUITION ASSISTANCE - RETURN OF OUT-OF-STATE PLACEMENTS

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Mrs. Praisner, 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 1988 supplemental appropriation of \$57,512 from the Maryland State Department of Education, under the nonpublic tuition assistance program, to help return to Maryland handicapped children presently in out-of-state residential programs and to reduce the need for out-of-state placements, in the following categories:

| CATEGORY            | AMOUNT   |
|---------------------|----------|
| 4 Special Education | \$57,324 |
| 10 Fixed Charges    | 188      |
|                     | -----    |
| TOTAL               | \$57,512 |

and be it further

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

RESOLUTION NO. 148-88 Re: UTILIZATION OF FY 1988 FUTURE SUPPORTED PROJECT FUNDS TO EXPAND VOCATIONAL EDUCATION PROGRAMS AND CATEGORICAL TRANSFER WITHIN THE VOCATIONAL EDUCATION PROGRAMS

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1988 Provision for Future Supported Projects grant awards of \$28,810 from the MSDE under the Carl D. Perkins Vocational Education Act for vocational education programs in Category 3, Other Instructional Costs; and be it further

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to effect within the FY 1988 vocational education programs the following categorical transfers:

| CATEGORY                     | FROM     | TO       |
|------------------------------|----------|----------|
| 02 Instructional Salaries    | \$16,477 |          |
| 03 Other Instructional Costs |          | \$23,865 |
| 04 Special Education         | 3,741    |          |
| 10 Fixed Charges             | 3,647    |          |
|                              | -----    | -----    |
| TOTAL                        | \$23,865 | \$23,865 |

and be it further

RESOLVED, That the county executive be requested to recommend approval of the categorical resolution to the County Council and a copy of these resolutions be transmitted to the county executive and the County Council.

RESOLUTION NO. 149-88 Re: UTILIZATION OF FY 1988 FUTURE SUPPORTED PROJECT FUNDS TO EXPAND THE CAREER AWARENESS COMMUNITY-BASED, MENTOR PROGRAM FOR ECONOMICALLY DISADVANTAGED YOUTH AND TO EFFECT A CATEGORICAL TRANSFER WITHIN THE EXISTING PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1988 Provision for Future Supported Projects a \$6,000 grant award from MSDE, under the Job Training Partnership Act for the career awareness community-based mentor program for economically disadvantaged youth, in the following categories:

| CATEGORY                     | AMOUNT  |
|------------------------------|---------|
| 01 Administration            | \$1,996 |
| 02 Instructional Salaries    | 105     |
| 03 Other Instructional Costs | 3,899   |
|                              | -----   |
| TOTAL                        | \$6,000 |

and be it further

RESOLVED, That the superintendent of schools be authorized to effect within the FY 1988 JTPA program, the following categorical transfer

in accordance with the County Council provision for transfers:

| CATEGORY               | FROM  | TO    |
|------------------------|-------|-------|
| 03 Instructional Other |       | \$241 |
| 10 Fixed Charges       | \$241 |       |
|                        | ----  | ----  |
| TOTAL                  | \$241 | \$241 |

and be it further

RESOLVED, That the county executive be requested to recommend approval of the categorical transfer resolution to the County Council and a copy of these resolutions be transmitted to the county executive and the County Council.

RESOLUTION NO. 150-88 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

WHEREAS, The samples submitted on Bid No. 77-88, Uniforms, were not consistent; and, thus, staff was unable to make an award, and specifications will be revised and rebid at a later date; and

WHEREAS, The bids received in response to Bid No. 78-88, Packaging and Removal of Chemicals, should be rejected because of excess cost; and it was felt that a rebid would generate more competition; now therefore be it

RESOLVED, That Bids Nos. 77-88 and 78-88 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:

| BID   | AWARDEES                           |           |
|-------|------------------------------------|-----------|
| 58-88 | Art Supplies                       |           |
|       | Dick Blick East                    | \$ 4,492  |
|       | Chaselle, Inc.                     | 128,651   |
|       | Elgin School Supply Co., Inc.      | 736       |
|       | Interstate Office Supply Co.       | 730*      |
|       | J. L. Hammett Company              | 49,999    |
|       | National Office & School Supplies  | 16,377    |
|       | Standard Stationery Supply Company | 1,998     |
|       |                                    | -----     |
|       | TOTAL                              | \$202,983 |

|       |                                       |           |
|-------|---------------------------------------|-----------|
| 61-88 | Art Tools                             |           |
|       | Dick Blick East                       | \$ 116    |
|       | Brodhead-Garrett Co.                  | 977       |
|       | Chaselle, Inc.                        | 148,197   |
|       | Elgin School Supply Co., Inc.         | 3,294     |
|       | J. L. Hammett Co.                     | 25,990    |
|       | Interstate Office Supply Co.          | 672*      |
|       | Magnaplan Corporation                 | 2,742*    |
|       | National Office & School Supplies     | 627       |
|       |                                       | -----     |
|       | TOTAL                                 | \$182,615 |
| 72-88 | Asphaltic Concrete                    |           |
|       | Francis O. Day Co., Inc.              | \$403,200 |
| 76-88 | Industrial Arts - Finishing Materials |           |
|       | Abrasive Accessories                  | \$ 13,957 |
|       | Brodhead-Garrett Co.                  | 3,089     |
|       | Chaselle, Inc.                        | 69        |
|       | Chown Hardware & Machinery            | 20        |
|       | Graves Humphreys Co.                  | 1,131     |
|       | McKilligan Supply Corp.               | 1,480     |
|       | Metco School Shop Supply              | 2,439     |
|       | Roberts Co. of D.C., Inc.             | 2,834     |
|       | Satco Division of the Satterlee Co.   | 1,084     |
|       |                                       | -----     |
|       | TOTAL                                 | \$ 26,103 |
| 79-88 | Science Equipment for Paint Branch    |           |
|       | Baxter Scientific Products            | \$ 925    |
|       | Carolina Biological Supply Co.        | 2,016     |
|       | Central Scientific Company            | 950       |
|       | Cole Palmer Instrument Company        | 1,930     |
|       | Electro Services, Inc.                | 2,417     |
|       | Fisher Scientific Company             | 1,226     |
|       | Frey Scientific Company               | 2,408     |
|       | La Pine Scientific Company            | 2,636     |
|       | Macalaster Bicknell Co. of N.J., Inc. | 8,063     |
|       | NASCO                                 | 594       |
|       | Opti-System, Inc.                     | 4,472     |
|       | Pasco Scientific                      | 4,287     |
|       | Sargent Welch Scientific Company      | 2,687     |
|       | Science Kit & Boreal Laboratories     | 80        |
|       | VWR Scientific                        | 3,762     |
|       | Wards Natural Science Estb., Inc.     | 579       |
|       | Wilkins-Anderson Company              | 1,905     |
|       |                                       | -----     |
|       | TOTAL                                 | \$ 40,937 |
| 80-88 | IBM 3480 Tape Cartridges              |           |
|       | International Business Machines       | \$ 55,500 |
|       | total over \$25,000                   | \$911,338 |

\*Asterisk denotes MFD vendors

RESOLUTION NO. 151-88 Re: TELECOMMUNICATIONS/CABLE TV NETWORK  
INSTALLATIONS AT VARIOUS SCHOOLS

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

WHEREAS, Sealed bids were received on February 25, 1988, for the network installations at Bethesda Elementary School, Farmland Elementary School, Thomas Pyle Intermediate School, and Westland Intermediate School as indicated below:

| BIDDER                        | BID AMOUNT   |
|-------------------------------|--------------|
| Bradysmith Electric Co., Inc. | \$ 62,700.00 |
| E. C. Decker Services, Inc.   | 84,900.00    |
| B & L Services, Inc.          | 86,800.00    |
| American SpliceCo, Inc.       | 140,158.38   |

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 \$62,700 be awarded to Bradysmith Electric Co. for installation of cable television/telecommunications networks at Bethesda Elementary School, Farmland Elementary School, Thomas Pyle Intermediate School, and Westland Intermediate School.

RESOLUTION NO. 152-88 Re: REDUCTION OF RETAINAGE - WATERS LANDING  
ELEMENTARY SCHOOL (AREA 3)

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

WHEREAS, Waynesboro Construction Co., Inc., general contractor for Waters Landing Elementary School, has completed 90 percent of all specified requirements as of February 29, 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, Federal Insurance Co., by letter dated February 10, 1988, consented to this reduction; and  
WHEREAS, The project architect, Thomas Clark Associates, by letter dated February 10, 1988, recommended that this request for reduction be approved; now therefore be it

RESOLVED, That the contract's specified retainage withheld from periodic payments to Waynesboro Construction Co., Inc., general

contractor for the Waters Landing 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.

Re: CLOSURE OF CONCORD SPECIAL SCHOOL

Mrs. DiFonzo explained that the state Board of Education had ruled that in the case of school closures, whether or not the closure was contested, the local board of education must state its reasons publicly as to why it is closing that school.

Mr. Goldensohn stated that he found the prospect of closing Concord School to be a generally acceptable one. It was evident to him in analyzing the data that the declining enrollment at the school and the underutilization of the facility were negative factors for all involved. The students came from a wide area and could be served by similar facilities, which led him to believe that the closure of the school was appropriate at this time. The negative impact on anyone was minimal or nonexistent, and in fact it was probably an improvement for the overall system for increase utilization and economies.

Mrs. Praisner commented that although some of the criteria they used in this process were not really applicable to a special school, many of them were including the utilization, the age, the condition, and low student enrollment. Certainly the procedures followed were consistent with the long-range facilities policy, and the community had an opportunity to both be part of the decision-making process and to comment on the closure. For the reasons stated in the WHEREAS clauses of the resolution, she would support the closure.

Dr. Cronin stated that he would support the closure based on those reasons. In regard to the public hearing, he asked whether the community had been contacted and had declined. Ms. Mary Lou Wood, administrative assistant, replied that she had personally called the PTA president who told her the community did not wish to testify. Dr. Cronin asked if the placement of the students would be coordinated with the parents, and Dr. Pitt replied that this had already been done. Dr. Cronin indicated that with those questions answered he would support the resolution.

Dr. Shoenberg remarked that there was no point in repeating what others had said. The enrollment of the school was declining, and there were too few students with which to run a program. He thought the members of the school system staff had done a very good job of working with parents to the point where solutions proposed for their individual children and the closure were so satisfactory to parents that they did not wish to testify at a public hearing.

Mr. Ewing said he would associate himself with Mr. Goldensohn's and Mrs. Praisner's comments. He would add that he was convinced the consolidation would mean they would offer services more efficiently.

Mrs. DiFonzo said she, too, would support the recommendation before the Board for the reasons articulated specifically those in the

WHEREAS, clauses in the resolution itself as well as the assurances and the personal knowledge she had that staff had worked closely with the parents and the students to assure that the educational program of the students and needs would be met in appropriate educational settings once Concord was closed.

RESOLUTION NO. 153-88 Re: CLOSURE OF CONCORD SPECIAL SCHOOL

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

WHEREAS, The Board of Education has adopted a Long-range Educational Facilities Planning policy which establishes goals, principles, and a process for addressing changing enrollment; and

WHEREAS, An objective of the policy is to provide services and resources fairly and equitably so that all students, including those in special education, are offered appropriate and high quality educational programs; and

WHEREAS, The superintendent in the FY 1989 Capital Improvements Program stated his intention to recommend the closure/consolidation of Concord School; and

WHEREAS, A formal recommendation, with supporting data and additional information requested by the community, was prepared and distributed as required by the policy; and

WHEREAS, Public hearings on the superintendent's recommendations have been held in accordance with the policy, and interested citizens were invited to present their views on the recommendations and supporting data; and

WHEREAS, The Concord PTA has agreed that closure/consolidation and community-based program placements are appropriate solutions for the Concord special program and students; and

WHEREAS, A trend of low student enrollment and underutilization of the Concord building makes it more difficult to provide sound educational programs at reasonable costs; and

WHEREAS, All Concord students will be relocated to appropriate programs giving due consideration to proximity to students' homes; and

WHEREAS, The impact of the closing and consolidation on the affected communities will be minimal because special schools serve students from beyond the immediate area, and the Concord building is being retained for other school purposes; and

WHEREAS, The superintendent's recommendation is consistent with the Board Policy on Education of Handicapped Children; and

WHEREAS, The age and condition of the building, racial composition of the student body and provision of transportation are not considered to be significant factors; now therefore be it

RESOLVED, That Concord Special School is to be closed in June 1988; and be it further

RESOLVED, That students and programs will be consolidated with the Longview and Stephen Knolls special schools or assigned to an appropriate community-based school program; and be it further

RESOLVED, That the Concord School facility be retained by MCPS for other educational needs; and be it further

RESOLVED, That the Concord, Longview, and Stephen Knolls special schools communities be notified of the right to appeal, in writing, the closure decision affecting Concord to the State Board of Education within 30 days of these decisions; and be it further

RESOLVED, That the state superintendent of schools, County Council, and county executive be made aware of these actions.

RESOLUTION NO. 154-88 Re: MUDDY BRANCH ELEMENTARY SCHOOL  
SERVICE AREA

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

WHEREAS, School/community input was requested on the establishment of boundaries for the new Muddy Branch Elementary School; and

WHEREAS, The superintendent recommended boundaries for Muddy Branch Elementary School after considering community and staff comments; and

WHEREAS, The Board of Education conducted a public hearing on February 29 on these recommendations; now therefore be it

RESOLVED, That effective July 1, 1988, the boundary for the new Muddy Branch Elementary School, Grades K-6, be as follows:

- o Receive from Fields Road Elementary School students who reside east of the new Route I-370
- o Receive from DuFief Elementary School students who reside east of DuFief Mill Road
- o Receive from Lakewood Elementary School students who reside west of Travilah Road with the exception of the Hunting Hill Woods subdivision.

Re: COMMENTS ON PAINT BRANCH BOUNDARIES



Dr. Shoenberg made the following statement for the record:

"There are certain kinds of priority considerations the Board and the community have in terms of balance of housing stock and presumed socioeconomic balance and balance in terms of mobility rates that are a kind of first consideration here. To solve those problems as primary considerations has some results such as islands, such as students not attending from which they live across the street, that may strike people as being sort of silly on the face of things but which, in fact, are based on some very serious considerations and priorities of the Board. I note that for the record. I hope that those present when in six or eight or ten years or sooner, these issues arise that people will remember how it was we got here and that it wasn't sheer stupidity or impercipience."

Mrs. Praisner made the following statement for the record:

"I just want to go back to the Cloverly addition issue from a standpoint of making sure that we are very strongly communicating with the County Council and county executive that we will be reviewing this so that there is an expectation that that very strong possibility will be coming to them in the fall. I don't know that it has to be part of the 'green sheet' but it seems to me it should be part of the record so that we can make sure that that issue comes forward again formally in the fall.

"I think that there are a lot of compromises associated with IB, and from my view it is a very difficult decision to make. There are no perfect solutions in this area, trying to balance all of the things that the community and staff have been trying to do. I think everyone recognizes that, and with that spirit and the fact that the community has come forward with this proposal that I think has considerable community support, that is the mindset with which I will approach and vote on this."

RESOLUTION NO. 155-88 Re: PAINT BRANCH CLUSTER BOUNDARY CHANGES

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

WHEREAS, School/community advice was requested on boundary changes associated with the opening of Greencastle and Cloverly Elementary Schools and Briggs Chaney Middle School; and

WHEREAS, The superintendent recommended boundary changes following study of community and staff comments; and

WHEREAS, At its meeting of February 9, the Board of Education approved consideration of an alternative plan with two options; and

WHEREAS, The Board of Education conducted a public hearing on February 29 on these recommendations, alternative, and options; and

WHEREAS, The superintendent after reviewing the alternative plans and testimony presented at the public hearing now supports and recommends Alternative IB; now therefore be it

RESOLVED, That effective on the dates shown, the following boundary changes take place (Alternative IB):

Fairland Elementary School effective July 1, 1988

- o Receive from Galway Elementary School the Fairland Park subdivision (north of Fairland Road and just west of the Tanglewood subdivision which includes addresses on Copland Court, Chopin Court, and the 2800 block of Strauss Terrace)
- o Send to Greencastle Elementary School the portion of the service area from Route 29, west along Briggs Chaney Road and north on Old Columbia Pike to just north of Miles Road and Paint Branch High School; then west and north to the current Fairland boundary line. Also reassign to Greencastle Elementary School the Fairland attendance island east of Route 29, with the exception of the Woodlake apartments
- o Send to Page Elementary School the portion of the service area bounded by Fairland Road, Route 29, and East Randolph Road

Page Elementary School, effective July 1, 1988:

- o Receive from Fairland Elementary School the portion of the service area bounded by Fairland Road, Route 29, and East Randolph Road

Galway Elementary School, effective July 1, 1988:

- o Send to Fairland Elementary School the Fairland Park subdivision, (north of Fairland Road and just west of the Tanglewood subdivision which includes addresses on Copland Court, Chopin Court, and the 2800 block of Strauss Terrace)
- o Send to Greencastle Elementary School the portion of the service area east of Route 29 and north of the stream that is between the Tanglewood subdivision and Briggs Chaney Road, excluding the Windsor Court apartments, north to Greencastle Road

Galway Elementary School, effective July 1, 1989:

- o In addition to changes made July 1, 1988, send to Burtonsville Elementary School the portion of the Galway service area east of Route 29 and north of Greencastle Road, up to the current Galway boundary line

Greencastle Elementary School, effective July 1, 1988:

- o Receive from Galway Elementary School the portion of the service area east of Route 29 and north of the stream that is between the Tanglewood subdivision and Briggs Chaney Road, excluding the Windsor Court apartments, north to Greencastle

Road

- o Receive from Fairland Elementary School the portion of the service area from Route 29, west along Briggs Chaney Road and north on Old Columbia Pike to just north of Miles Road and Paint Branch High School; then west and north to the current Fairland boundary line. Also receive from Fairland the Fairland attendance island east of Route 29, with the exception of the Woodlake apartments

Burtonsville Elementary School, effective July 1, 1989:

- o Receive from Galway Elementary School the portion of the service area east of Route 29 and north of Greencastle Road up to the current Galway boundary line
- o Send to Cloverly Elementary School the portion of the service area west of and including Batson and Peach Orchard Road and south to the current Burtonsville boundary. Also send Seibel Drive and streets accessed from Seibel Drive to the boundary line at Paint Branch stream. (This area is the Peach Orchard Heights subdivision.)

Cloverly Elementary School, effective July 1, 1989:

- o Receive from Burtonsville Elementary School the portion of the service area west of and including Batson and Peach Orchard Road and south to the current Burtonsville boundary. Also send Seibel Drive and streets accessed from Seibel Drive to the boundary line at Paint Branch stream. (This area is the Peach Orchard Heights subdivision.)

and be it further

RESOLVED, That all elementary school boundary changes be phased so that students in Grades K-4 move on the effective dates, while fifth graders finish at their current school of assignment, with the exception of areas reassigned to Greencastle and Cloverly Elementary Schools which will open for Grades K-5 at Greencastle in September 1988 and at Cloverly in September 1989; and be it further

RESOLVED, That when Briggs Chaney Middle School opens, students in the Cloverly, Page, and Galway Elementary School service areas be reassigned from Banneker to Briggs Chaney Middle School and that this assignment will be phased so that in the opening year Briggs Chaney Middle School will house sixth and seventh graders from these service areas, while eighth graders will finish middle school at Banneker.

RESOLUTION NO. 156-88 Re: AMENDMENTS TO THE FY 1988 AND FY 1989  
CAPITAL IMPROVEMENTS PROGRAM

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

WHEREAS, Based on a careful assessment of relocatable needs,

Montgomery County Public Schools must move 67 currently owned relocatable classrooms this summer: to accomplish this, the FY 1988 and FY 1989 Capital Improvement Programs will need to be amended; now therefore be it

RESOLVED, That the Board of Education amend its request for funding for relocation of relocatable classrooms from a FY 1988 Capital Budget supplemental appropriation of \$1,145,000 to a FY 1988 Capital Budget emergency appropriation of \$1,390,000 to fund the movement of 67 relocatable classrooms; and be it further

RESOLVED, That the county executive be requested to recommend this emergency appropriation and amendments to the FY 1988 and FY 1989 Capital Improvements Program.

RESOLUTION NO. 157-88 Re: POSTPONEMENT OF TOBACCO PROHIBITION IMPLEMENTATION PLAN

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

RESOLVED, That the Board of Education endorses the thrust of the committee report submitted on March 9, 1988, and that it postpones final action on the report until April 12; and be it further

RESOLVED, That the report of the committee be circulated to employee organizations, student leadership and community leadership with a message that the Board of Education is considering the inclusion in its final action of a requirement for periodic reports on the effectiveness of the policy, asking for both qualitative and quantitative information, that it is also considering encouraging voluntary tobacco bans on the part of staff and voluntary programs for smoking cessation, and that it may consider, as suggested in the last paragraph of the committee report, pursuing in the future a ban on staff smoking.

\*Dr. Shoenberg left the meeting at this point.

RESOLUTION NO. 158-88 Re: PRESENTATION OF PRELIMINARY PLANS SLIGO MIDDLE SCHOOL MODERNIZATION

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

WHEREAS, The architect for the Sligo Middle School modernization, Garrison Associates Architects, has prepared the schematic design in accordance with the educational specifications; and

WHEREAS, The Sligo Middle School modernization Planning Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Montgomery County Board of Education approve the schematic design report prepared by Garrison Associates Architects.

RESOLUTION NO. 159-88 Re: PRESENTATION OF PRELIMINARY PLANS  
ROCK CREEK FOREST 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 architect for the Rock Creek Forest Elementary School addition has prepared the schematic design in accordance with the educational specification; and

WHEREAS, The Rock Creek Forest Planning Committee has approved the proposed schematic design; and

WHEREAS, Additional funds are required to provide adequate support space at Rock Creek Forest Elementary School for the magnet program; now therefore be it

RESOLVED, That the Montgomery County Board of Education approve the preliminary plan report prepared by Arley Koran; and be it further

RESOLVED, That the county executive be requested to recommend that the County Council amend the Board's FY 1989-1994 Capital Improvements Program to increase the FY 1989 Capital Budget for Rock Creek Forest Elementary School by \$500,000.

Re: BOARD MEMBER COMMENTS

1. Mr. Goldensohn stated that this Saturday was the Montgomery County edition of the Odyssey of the Mind competition at Gaithersburg High School. He was pleased to be a judge for a third year in a row, and he invited Board members to attend.
2. In regard to the Construction Progress Report, Mrs. Praisner asked about "beneficial occupancy" for Waters Landing. Dr. Pitt replied that they would be able to make use of the building before it was turned over officially to MCPS.
3. Mrs. Praisner noted that on April 12, they would be voting on Introduction to Algebra A and B and Principles of Geometry A and B. Before that meeting, she would like responses to the following: (a) a copy of the proposed sequence for four years if a student were to take these courses, (b) the intent for Algebra I, Part 1A and Part 1B, etc. and whether it was their intent to eliminate those courses or keep them, and (c) how the proposed courses specifically addressed the lack of success in the other courses already mentioned.
4. Mrs. Praisner reported that at the Northeast Region Conference of the National School Boards Association the question came up about different schools using different terminology. She discovered that no other school system used and defined "mobility rate" the way Montgomery County did. She wondered why they used that phrase, if they should review it, whether some other phrasing was more important, and whether they should even look at this at all.
5. Mr. Ewing commented that over the years they had dealt with the increasing number of students who were emotionally disturbed and in

need of assistance from the school system and had dealt with this quite well. At the same time this was a difficult problem and one they continued to struggle with. Dr. Hiawatha Fountain had arranged for him to talk with staff about where they were in this problem and what they were doing. On today's agenda was an item for a supplemental appropriation for tuition assistance, and they had never had a place in the county for young children with emotional disturbances. According to staff, the seriousness and the extent and incidence of emotional "disturbedness" among students in the public schools was increasing substantially. They knew that they were doing well in terms of responding to that, but at the same time they were having trouble knowing how to cope with this and having the resources available. Staff had made it clear there was less understanding of children with emotional disturbances because their handicap showed up first as misbehavior in the classroom. He was also impressed with the impact on staff dealing with children with these problems. He suggested that the superintendent might want to bring to the Board for discussion the issue of how they were doing in this area, what resources they might need, and any staff issues. Dr. Pitt remarked that this was a serious problem. It was also an area where it was most difficult to separate the educational issue from the medical issue. He thought it was worth bringing back but not in the near future.

RESOLUTION NO. 160-88 Re: EXECUTIVE SESSION - MARCH 21, 1988

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, 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 March 21, 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 participate 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.

RESOLUTION NO. 161-88 Re: MINUTES OF JANUARY 12, 1988

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

RESOLVED, That the minutes of January 12, 1988, be approved.

RESOLUTION NO. 162-88 Re: MINUTES OF JANUARY 27, 1988

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

RESOLVED, That the minutes of January 27, 1988, be approved.

RESOLUTION NO. 162-88 Re: MINUTES OF JANUARY 28 AND FEBRUARY 16, 1988

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

RESOLVED, That the minutes of January 28 and February 16, 1988, be approved.

\*Mr. Herscowitz rejoined the meeting at this point.

Re: POLICY ON PUBLIC HEARINGS

Board members reviewed the existing policy on public hearings and possible changes to the policy. During the discussion, the suggestion was made that one person not be allowed to sign up for other individuals. Consideration was given to changing the amount of speaking time for countywide organizations and local groups to one length of time. It was also suggested that the community be told that equal weight would be given to written testimony and that the record would be held open after the hearings. It was decided that the suggested amendments to the policy would be scheduled for Board adoption on April 25.

Re: NEW BUSINESS

1. Mr. Ewing moved and Mr. Goldensohn seconded that the Board schedule a discussion of a proposal that the Board review and act on the appointment of members of Board advisory committees and task forces in public session, unless the Board has a compelling personnel policy reason which obliges it to make its reviews in executive session.
2. Mr. Ewing moved and Mr. Goldensohn seconded that the Board schedule a discussion of a proposal that the Board adopt as a standing rule for its own operations that agenda-setting discussions be announced to the public, and set at a time when Board members could most conveniently attend if they wished.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Recommended Approval - Introduction to Algebra A and B and Principles of Geometry A and B (for future consideration)

Re: ADJOURNMENT

The president adjourned the meeting at 4:30 p.m.

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PRESIDENT

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SECRETARY

HP:mlw