

APPROVED  
28-1988

Rockville, Maryland  
June 16, 1988

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Thursday, June 16, 1988, at 9:05 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  
Mrs. Vicki Rafel  
Dr. Robert E. Shoenberg\*

Absent: None

Others Present: Dr. Harry Pitt, Superintendent of Schools  
Dr. Paul L. Vance, Deputy Superintendent  
Mr. Thomas S. Fess, Parliamentarian  
Mr. Chan Park, Board Member-elect

Re: ANNOUNCEMENT

Mrs. DiFonzo announced that Dr. Cronin was teaching a class and Mr. Goldensohn, Mr. Herscowitz, and Dr. Shoenberg would join the meeting as soon as possible.

RESOLUTION NO. 280-88 Re: BOARD AGENDA - JUNE 16, 1988

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

RESOLVED, That the Board of Education approve its agenda for June 16, 1988.

\*Mr. Goldensohn joined the meeting at this point.

RESOLUTION NO. 281-88 Re: RETIREMENT OF MONTGOMERY COUNTY PUBLIC SCHOOLS PERSONNEL

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

WHEREAS, The persons listed below are retiring from Montgomery County Public Schools; and

WHEREAS, Each person, through outstanding performance of duties and dedication to the education of our youth, has made a significant contribution to the school system which is worthy of special

commendation; now therefore be it

RESOLVED, That the members of the Board of Education express their sincere appreciation to each person for faithful service to the school system and to the children of the county and also extend to each one best wishes for the future; and be it further

RESOLVED, That this resolution be made part of the minutes of the meeting and a copy be forwarded to each retiree. (TO BE APPENDED TO THESE MINUTES).

\*Mr. Herscowitz and Dr. Shoenberg joined the meeting at this point.

Re: PRESENTATION - LARRY SHULMAN

Mrs. DiFonzo introduced Mr. Larry Shulman, president of the Maryland State Board of Education. She explained that he had been honored because of his service in Montgomery County on a volunteer basis. He was recently recognized by the Kraft Corporation and Disney World. He had received a citation from Bill Bennett, United States secretary of education, at the Epcot Center in Florida. Mr. Shulman was honored for his work with the Building Trades Foundation, the Retail Trades Foundation, the Automotive Foundation, and his work with the business connection.

Mr. Shulman stated that he had had an opportunity to go to Disney World with his wife and daughter where they were treated like royalty. Six people were honored, and including the runners-up, three of the 12 people came from Maryland which was something to think about in terms of volunteer efforts. He also received a check from Disney World and Kraft for \$1,000 for MCPS to be used for an appropriate volunteer supportive effort. Dr. Pitt expressed his appreciation for the check. He said that Mr. Shulman represented the many thousands of volunteers in the State of Maryland. On behalf of the Board and staff, he presented Mr. Shulman with a plaque which stated, "The Montgomery County Board of Education expresses its congratulations and thanks to Lawrence A. Shulman, President, Maryland State Board of Education, an Outstanding Citizen of Montgomery County Upon His Recognition as a 1988 Recipient of the Kraft Disney Outstanding School Volunteer Award." Mr. Shulman replied that he appreciated the plaque because it was representative not of Larry Shulman but of the thousands of volunteers who had put their time and energy into the school system and this county.

Re: SECONDARY MATHEMATICS CURRICULUM

Dr. Pitt stated that this was a continuation of their efforts to talk about curriculum in the Montgomery County Public Schools. They were going to be talking about secondary mathematics, where they were, and where they were going.

Dr. Lois Martin, associate superintendent, introduced Dr. Nicholas Hobar, assistant state superintendent for instruction, who was in the audience. Mr. William Clark, director of the Department of Academic

Skills, introduced Ms. Joy Odom, coordinator for secondary mathematics. He pointed out that today was a professional day for teachers, and he expressed his appreciation to those who came in for this presentation.

Ms. Odom introduced Pearl Flowers, teacher specialist; Michelle Gabriel, teacher, Redland Middle School; Joan Burks, math resource teacher, Damascus High School; Eric Walstein, teacher, Blair magnet; Allan Bellman, teacher, Kennedy High School; and Linda Fiore, teacher specialist, computer-related instruction. She said that when students came to seventh grade some of them had finished the ISM objectives and some were on on grade level, above grade level or below grade level. If the students had finished ISM, they were offered Accelerated Math 7. In that course they reviewed ISM, beginning some algebra concepts, and they were doing enhanced units on number theory, statistics, and problem-solving. For the students finishing the K-8 curriculum, there was a second level of math in most J/I/M level schools. When students were on target, they stayed with ISM. For students below grade level, they would be worked in fifth and sixth grade ISM; however, efforts were made to move these students into higher level math.

Mr. Herscovitz asked if they were offering algebra to students in Grade 7. Ms. Odom replied that they had probably 70 students in algebra. Mr. Herscovitz said that when he was in junior high school these students had moved on to geometry in Grade 8. Dr. Shoenberg asked if they were no longer viewing mathematics as a linear process from arithmetic to algebra. They seemed to be using enhanced units which were not linear. Ms. Odom replied that once a student entered Algebra I, it was linear. When they went out to the business world, they found that students needed to know lots of mathematics and how to solve problems.

In regard to senior high school, Ms. Odom said that if students had taken Algebra I in Grade 8, they went on to an honors geometry course in Grade 9 or regular geometry. They went on to trigonometry, pre-calculus, and a calculus course which prepared students for advanced placement exams. Other students might enter Algebra I in Grade 9 and go on to geometry, Algebra II, and advanced algebra/trig. Their thought was once students finished Grade 8 they were either ready for algebra or they were not. If they were not ready, there was a course called introduction to algebra. They also had Math 9 which was a continuation of ISM. PGA was a course for students who were not ready for algebra. It was an introduction to the principles of algebra and geometry. They did have some extra courses including introduction to statistics, probability and statistics, consumer mathematics, and related mathematics.

\*Dr. Cronin joined the meeting at this point.

Mr. Herscovitz asked about the sequence for students in the magnet program. Ms. Odom replied that students came in to ninth grade having completed Algebra I. Some students came into geometry and some into algebra/trig.

Mrs. DiFonzo asked about percentages of youngsters going through the various continuums. Ms. Odom replied that this semester they had 825 seniors in calculus, 650 in pre-calculus, 1300 in advanced algebra/trig, 900 in Algebra II, 300 in geometry, 140 in algebra, and 70 in PGA. Mrs. DiFonzo requested hard copies of these statistics. Mr. Herscovitz asked about information as to when students dropped off these sequences. Ms. Odom explained that there was some data in the NSF report which the Board would receive shortly. However, longitudinal data was extremely difficult to get at, especially reasons for why students dropped out.

Ms. Odom commented that they had a good program, and their students did well nationally. MCPS graduates did very well at the University of Maryland. For Montgomery College, they needed to continue to work on math. The situation was the gap between high school and entry in to the College. Recently they had had the math task force report and Priority 1 and 2 initiatives. Both reports urged another look at math strategies. They also had to consider the sex equity initiatives and the state's influence through Project Basic. High school graduate requirements had been increased from two credits to three credits. In addition, there were national reports about improving math and science education. These reports said that students needed three years of math before they graduated as well as a common core of math skills including algebra and geometry. No student should be denied access to higher level mathematics because they did not have arithmetic skills.

Dr. Cronin remarked that it appeared from the chart that they were working from an accelerated track down to slower track. He asked if they had a racial breakdown for enrollment. Ms. Odom replied that they would be looking at that racial breakdown when they looked at the NSF report. It was difficult to get data on math enrollment because it was a nongraded sequence of courses. Mr. Clark added that Dr. Frechtling had been looking at the racial and sexual composition of the various courses for the past several years. Dr. Cronin said he would like to see this information by track to see if particular tracks were becoming minority tracks and not preparing minority students for higher level mathematics.

Dr. Martin commented that "track" had a certain meaning of designating people to stay in a certain channel. This was contrary to their model because their goal was to get everyone possible into Algebra I in ninth grade. She emphasized that what MCPS had in mathematics was the opposite of tracking.

Ms. Odom reported that they had now developed data for schools to give a breakdown of each course in mathematics to show race, sex, and grades. She indicated that they were also addressing this issue with Paul Scott and Marie Heck.

Ms. Odom said that in 1986 Tom Rowan had started working on K-8 ISM revisions which were finished last year. Last year they started work on a math 7-8 instructional guide to incorporate technology and

different teaching strategies. This year they have nine schools piloting with 18 teachers. These schools had the technology, and she had met with the 18 teachers last year and was looking forward to working with them next year. Last summer they started work on Math 9 to go to the Council on Instruction for piloting. They had received a state grant to look at Algebra I to calculus in Montgomery County. They would be looking at where they were and asking people locally and nationally to come in and look at this. Next March they would have an outline of what should be done to incorporate the use of technology and to modify teaching strategies.

Ms. Flowers stated that several years ago when semester exams were mandated, math teachers requested countywide exams for each course. These exams had been written by teachers in summer workshops, and at the end of each semester each school sent them an item analysis for each exam. Their office did a composite item analysis and determined a county mean for each exam. They shared this data with the resource teachers. The exam writers also used the item analysis to validate items on the test. Ms. Flowers described the math meets for J/I/M and senior high schools. She said that the office's training efforts had grown over the last few years. Teachers found these workshops very valuable in learning new techniques and in sharing issues and concerns. Priority 1 and 2 training efforts were done this year through Staff Development and included modules on SAT preparation, problem-solving strategies, and exploring geometry through the use of the computer. The summer remediation program continued to be very successful. In addressing the sex equity initiative, their approach had been to involve a team of six staff persons from each secondary school. The team consisted of an administrator, teachers of math, science, and computer science, a counselor, a media specialist, and a career information assistant. In the spring of 1987 they had a conference to address strategies. Last summer materials were developed in response to the needs, and this year they were training teachers on materials developed in summer workshops. In the spring the same people would gather to share what they had done in their schools. This summer they planned to expand their efforts to the elementary level.

Ms. Gabriel reported that at the J/I/M school level students were working on completing the ISM objectives. ISM was now done on microcomputers as opposed to the terminals used previously. She felt that students were making excellent progress with ISM. J/I/M schools were also working very hard on Priority 2 initiatives, and many schools received money through minigrants to set up afterschool math help projects and many schools had launched mentor programs. A staff member was paired with a minority student and met on a regular basis to discuss academic progress in all subjects. She had been involved in the rewriting of the seventh and eighth grade curriculum guides. In the fall, nine schools would begin to implement the new guides. While J/I/M school teachers had always focused on problem solving, this project had given them the opportunity to infuse more technology into their curriculum. They were excited about including a project entitled, "Challenge of the Unknown," which was a series of videotapes which led into interdisciplinary units between math and

science teachers. The topics were very stimulating and gave students a sense of how math and science were used in the real world to solve real problems.

Ms. Burks thought that the 19 math courses represented opportunities for their students to be successful in mathematics. It allowed students of all abilities to be successful and to go on to additional college mathematics and be successful in life. She pointed out that the number of objectives in these courses was astronomical. They now had opportunities for teachers to get together and share ideas. She recalled that a couple of years ago when they had the pre-calculus training session for all teachers, she was excited because she was no longer operating in a vacuum. She had the opportunity to share her ideas and to hear the ideas of others. In addition, they had a number of in-service courses. In these courses, teachers participated for 15 weeks, and the courses were concerned with content, strategies for teaching, and the impact of technology.

Ms. Burks reported that her department was concerned about what was going to be happening with the general math curriculum. She believed that there would be significant changes going on here. She said that every single course they taught had either in-service training or changes in the curriculum. Other things they were concerned about were the Maryland Functional Math Test and exams. She indicated that a large number of teachers were giving of their free time to help students pass the functional test. In terms of the county exams, she thought they had been a tremendous asset to the department. She could use the statistics to make an analysis of how well her school was doing. In some cases she could look at specific objectives and find out what they needed to concentrate on. Another thing was the idea of providing a setting for a learning environment. Under this was technology and also the idea of problem solving. The first device she had was a calculator, and several years ago in order to get a classroom set of calculators that added, subtracted, multiplied, and divided, they almost had to get Board of Education approval.

Dr. Cronin commented that a calculator could short-circuit the understanding of the function. The student could solve the problem but not understand the function. Ms. Burks replied that she would challenge some of that statement. In order to do operation on the calculator, there needed to be some understanding. Mr. Clark added that the calculator gave the teachers and the students an opportunity to focus on getting the understanding and spend less time on the mechanical skills and practice.

Ms. Burks reported that they were just scratching the surface in the use of the computer as an instructional tool. At Damascus, they had received the Potomac Edison grant of the 20 Apple computers. She thanked the Board for supporting them.

Mr. Bellman demonstrated a new piece of software which was not on the open market. He said that they had all solved equations in schools,

but they did not see what purpose solving an equation had. He pointed out that everything he taught, the machine would do. This allowed them to go into real world problems. He taught at Kennedy High School and used computers and simulations. Students were interested in driving, and with computers they were able to study traffic patterns on Randolph Road. He also taught a group of baseball players, and they had developed a model to show who could throw the ball the highest and who could throw the fastest.

Mr. Walstein stated that math teams gave them a tremendous opportunity to expand the curriculum. With technology and the math team, they had an opportunity to broaden and deepen the math curriculum. He described the math competitions that county students participated in. He reported that there was a search for the best eight students in the country to participate in the International Olympiad. Jordan Ellenberg was second and Joshua Fishman was fourth in the country. The final six students would represent the United States in Australia in July. Last year, Jordan participated and won a gold medal. He felt that these competitions had benefitted students and made for better problem solving skills.

Mrs. Praisner thanked him for tying the competitions to the objectives of the curriculum. This did tie into problem solving and working with other people. In regard to software, she asked about the process used to obtain software and to evaluate it. She asked about internal development or external utilization and about how the software affected what they were doing. Ms. Odom replied that three years ago when they started purchasing software they wanted to be aware of what was out there. Now they had learned a lot and were now looking at the best pieces for use in the math classroom. As they changed equipment, they were now going into licensing and were selecting those pieces they felt helped them with their curriculum. For example, they had a series called, "Math Activities Courseware," for use in the J/I/M level. These disks were game type activities for problem solving. They were using a series of graphing pieces they had purchased, and one piece would graph all equations. She noted that it used to take a whole period to do one problem, and now they could do multiple problems. They were now looking at a general utility spread sheet and the use of spread sheets in mathematics. For the past several years they had gotten a lot of pieces in so that they could now make comparisons. Now they were purchasing very selectively.

Mrs. Praisner asked if they were developing their own. Mr. Bellman replied that the traffic simulation was written by his computer science class for his math class. Dr. Pitt asked how they knew when teachers developed software. Ms. Odom replied that they were developing an instructional guide. Teachers shared their best resources, and the math department was now a clearing house. This material was also disseminated through the resource teacher meetings.

Dr. Shoenberg inquired about cooperation between math teachers and teachers of other subjects such as social studies and science to work on problems that were of multiple use. Ms. Odom replied that the

Title IX activities were addressed in the Sex Equity Initiatives to have a team of people work together. The "Challenge of the Unknown" project brought math and science together. Mr. Clark added that there were other connections that didn't necessarily start with the math people. Writing across the curriculum was one example where English teachers worked with math, science, and social studies people.

Ms. Flowers said that statistics classes and social studies classes had worked together at Kennedy High School. Mr. Bellman added that they had done some work with social surveys and elections. They had had cooperation with the computer science class, the statistics class, and the POTC class. The three classes actually intermingled to discuss polling. The statistics class handled the math, the POTC classes developed the questions, and the computer class wrote the program.

Mr. Ewing recalled that they had made a decision to require three credits in math for high school graduation, but they still did not have a decision on how much math students should know when they graduated. He asked where they were in addressing this issue. Ms. Odom replied that they had done work on what math was needed for college, and the response was completion of Algebra II. The nationwide standards were for three years of math, and they should take math for four years. They advocated a common core of curriculum for every graduate. Now in Montgomery County, they offered all of these levels. She said it was up in the air about math needs in terms of technology, but she was convinced they were staying abreast with current standards.

Mr. Clark explained that in past years there had been an assumption on the national level that high school graduates should be able to cope with problems, data, and information that a citizen in society would encounter. This included general math including their curriculum up through Grade 8 and an understanding of geometry, statistics, and probability. He thought MCPS had exceeded the state's framework for the three credits. He felt that a more desirable level would include an understanding of algebra and geometry, and while they were not there, it was a goal. Looking at the international scene, he thought that in the next decade they would have to have a greater focus on concepts and less focus on skill development because of technology. In terms of student outcomes, it depended on the student and the package that student put together. All of the courses from ninth to twelfth grade were electives. There were no mandates as to what those courses should be for any student. Dr. Pitt thought they should be able to have a minimum standard for three years of mathematics. Obviously, there was more than that minimal expectation for high school, and through Grade 8 they did have a base.

Dr. Martin commented that they were getting an answer which related to the problem of sequence. As far as she could see, the expectation was that the student would pass the Functional Math Test and fulfill



credit requirements. She said they were raising an interesting issue of whether there should be exit requirements. They did have students for whom passing the Functional Math Test would be a big challenge. They had a differentiated program, and they expected students to go as far and as fast as they could move. They did have the issue of whether all students were being motivated. Mr. Clark said that expectations were spelled out, and they could share it with the Board. There were expectations in the three credits that had been developed by the state.

Mr. Herscovitz asked about the magnet school curriculum. Mr. Walstein replied that they had an original sequence, and a newly modified sequence. At Takoma Park, the best students would have Algebra I in Grade 7 and magnet geometry in Grade 8. At Blair they would take elementary functions and analytic geometry in Grade 9, calculus in Grade 10, and past that they had a myriad of electives. The modified version was for students who could not handle that kind of intensity, and at the end of geometry students would take a three semester elementary functions instead of one year. Eventually they would take Analysis I and Analysis II.

Mr. Herscovitz was concerned that no place in the system did they offer courses beyond calculus except at Blair. Several years ago many students took calculus in tenth grade, and then they were required to move on to Maryland or Montgomery College. He thought these students were all over the county and not just at Churchill, and he wondered if they were addressing the needs of those students.

Ms. Odom replied that they looked at that issue every year. Two years ago they tried to do something for about 80 students, but there were not enough in any one school to do this. The students opted to go to the University of Maryland. They were now looking at the possible use of cable television to reach out to the two or three students in each school. Mr. Herscovitz asked if they were no longer encouraging students to get an early start on mathematics. Ms. Odom said that was true. While some students were ready for algebra in Grade 7 and took a form of algebra, they found that because of the maturity level the students did not go on. The Accelerated Math 7 was in theory a more difficult course than algebra, but it was very different. Since the inception of that course, the eighth grade algebra teachers were finding more receptivity in students. Mr. Clark added that there was still the opportunity for the seventh grader to enroll in eighth grade algebra or elect to go to Takoma Park.

Mrs. Rafel commented that the Board had to be very careful in discussing this. Six or seven years ago, students were taking algebra in seventh grade because there was a perception that the seventh grade math curriculum was weak and that this was the only way to continue to challenge and stimulate those students. She was impressed with the new seventh grade changes that were coming along, and she felt they needed to explain the changes to parents and students. Dr. Pitt added that there were a number of students who were put in Algebra I because the curriculum did not have the depth

that these students should be exposed to. However, Algebra I was not the appropriate program for many of those students. There were a small number of young people who would profit from a different approach, and the magnet school provided some of that. He believed they were now searching for ways to provide that without regrouping the students.

Mrs. DiFonzo thanked staff for an interesting and stimulating discussion.

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 12:05 p.m. to 2:20 p.m. to discuss personnel matters, legal issues, school sites, and appeals.

Re: BOARD/PRESS/VISITOR CONFERENCE

The following individuals appeared before the Board of Education:

1. Alma Harvey, Strathmore ES
2. Michael Malbin, Oak View ES PTA
3. Frank Lindh
4. Dale Majerle
5. Linda Williams
6. Carl Bailey, Allied Developers
7. Roscoe Nix, NAACP

RESOLUTION NO. 282-88 Re: APPROVAL OF REVISED GRADES K-8  
MATHEMATICS (PREALGEBRA) PROGRAM

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), 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 Maryland State Board of Education bylaw (13A.04.12) passed on October 29, 1986, provides a K-12 mathematics curriculum framework and requires each local education agency to be in compliance by September 1, 1989; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the revised Grades K-8 mathematics (Prealgebra) curriculum; now therefore be it

RESOLVED, That the Board of Education approve the revised Grades K-8 mathematics (Prealgebra) curriculum, presented to the Board of Education on June 16, 1988, for inclusion in the MCPS PROGRAM OF STUDIES for the elementary level, Grades K-6, and the middle level, Grades 6-8, effective September 1, 1988.

RESOLUTION NO. 283-88 Re: UTILIZATION OF FY 1988 FUTURE SUPPORTED PROJECT FUNDS FOR HOUSING OPPORTUNITIES COMMISSION STUDENT LEADERSHIP CONFERENCE

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, 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 the Montgomery County Housing Opportunities Commission for the leadership training of 60 MCPS students in Grades 6-8 in the following categories:

CATEGORY	AMOUNT
2 Instructional Salaries	\$2,777
3 Other Instructional Costs	3,007
10 Fixed Charges	216
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Total	\$6,000
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and be it further

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

RESOLUTION NO. 284-88 Re: UTILIZATION OF FY 1988 SUPPORTED PROJECT FUNDS FOR TRAINING AND DEVELOPMENT IN SUPPORT OF THE MARYLAND EDUCATION PROJECT

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, 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 grant award of \$4,000 from MSDE in the following categories:

CATEGORY	AMOUNT
1 Administration	\$3,704
10 Fringe Benefits	296
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Total	\$4,000
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and be it further

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

RESOLUTION NO. 285-88 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS TO ESTABLISH A SMITH ISLAND ENVIRONMENTAL PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$8,779 from the Maryland State Department of Education to establish a Smith Island environment project in the following categories:

CATEGORY	AMOUNT
1 Administration	\$8,251
10 Fixed Charges	528
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Total	\$8,779
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and be it further

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

RESOLUTION NO. 286-88 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR BAY-RELATED MATERIALS AND ACTIVITIES FOR ELEMENTARY CHILDREN TO SUPPORT THE MARYLAND CHESAPEAKE BAY PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive

and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$5,000 from MSDE in the following categories:

CATEGORY	AMOUNT
1 Administration	\$4,704
10 Fringe Benefits	296
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Total	\$5,000
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and be it further

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

RESOLUTION NO. 287-88 Re: AWARD OF 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 to purchase equipment, supplies, and contractual services; and

WHEREAS, No responses were received for Bid No. 114-88, Public Address System; and

WHEREAS, RFP No. 88-12, Office Automation Equipment, was reviewed by an evaluation committee and it was determined by the committee and other staff that it would be in the best interest of MCPS to rebid this at a later date; now therefore be it

RESOLVED, That Bid No. 114-88, Public Address System, be cancelled; and be it further

RESOLVED, That RFP No. 88-12, Office Automation Equipment, 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:

AWARDEE(S)		
258-86	Copy Machine Maintenance Contract Extension Consolidated Photocopy	\$ 255,000
118-88	Printing of Adult Education Bulletin Record Printing Company	\$ 57,928*
119-88	School Bus Purchase District International Trucks, Inc.	\$ 194,375

	Kessler Body and Equipment	10,328
	Patco Distributors, Inc.	91,236*
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	TOTAL	\$ 295,939
120-88	Driver Education Behind-The-Wheel Training	
	Easy Method, Inc.	\$ 189,540
	Friendly Driving Academy	27,288
	Poly Method Driving School	13,320*
	Potomac Driving School	27,360*
	Washington Driving School	26,280*
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	TOTAL	\$ 283,788
124-88	Computer Supplies	
	Benchmarks Systems, Inc.	\$ 82
	Brown Disc Manufacturing, Inc.	24,000
	Computerland of Rockville	350
	Disconsin Corporation	325
	DK & R Company	690*
	Eczel Corporation	3,250
	Globe Office Supply, Inc.	666*
	IBS International Business Supplies	270*
	Kalleen's Computer Products, Inc.	3,164
	Landon Systems Corporation	484
	Metropolitan Ribbon and Carbon, Inc.	149
	National Computer Ribbons Corporation	14,530
	Potomac Enterprises	349*
	Virginia Impressions Products	144
	Word Technology Systems	2,055
	Richard Young Products, Inc.	4,758
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	TOTAL	\$ 55,266
125-88	Custodial Supplies	
	AA Ladder and Supply Corporation	\$ 644
	Airchem/Capital Supply, Inc.	48,852
	Antietam Paper Company	6,750
	Baer Group, Inc.	24,366
	Calico Industries, Inc.	136,620
	Ralph Clark and Associates, Inc.	7,516*
	Consolidated Maintenance Supply, Inc.	37,020*
	Crown Supply Company	36,752
	Daycon Products Company, Inc.	1,348
	District Supply, Inc.	7,700*
	Edward Don and Company	676
	Fitch Dustdown Company, Inc.	11,348
	Joseph Gartland, Inc.	54,630*
	Kraft/Feldman	1,012
	Macks Hardware	89*
	Maryland Enterprises	9,383
	The Mat Works	5,174
	Monumental Paper Company	182,855
	Noland Company	11,515

	Superior Supply, Ltd.	3,728
	Waco Ladder & Scaffolding Company, Inc.	3,664
	Frank W. Winnie & Son, Inc.	2,479
	TOTAL	\$ 594,121
127-88	Telephone Systems and Equipment	
	Bell Atlanticom Systems, Inc.	\$ 24,900
	Chesapeake Telephone Systems, Inc.	51,970
	North Supply Company	90,956
	TOTAL	\$ 167,826
128-88	Computer Carts	
	Landon Systems Corporations	\$ 60,202
129-88	Power Mowers and Lawn and Garden Tractors	
	Conway, Inc.	\$ 20,552
	Gaithersburg Ford Tractor Company	10,556
	TOTAL	\$ 31,198
132-88	Lamps	
	Maurice Electrical Supply Company, Inc.	\$ 150,910
133-88	Industrial Education, General Shop Equipment	
	Chown Hardware & Machinery, Inc.	\$ 4,274
	Enco Manufacturing Company	3,145
	Graves Humphreys Company	29,486
	McKilligan Supply Corp.	7,373
	Phillips Supply, Inc.	439
	Satco, Division of Satterlee	63,907
	TOTAL	\$ 108,624
137-88	Saltines, Speciality Crackers, and Taco Shells	
	Carroll County Foods	\$ 67,888
	Frederick Produce Company, Inc.	39,366
	TOTAL	\$ 107,254
146-88	Cafeteria Furniture for Quince Orchard High	
	Douron, Inc.	\$ 53,782
165-88	Facsimile Machine	
	Murata Business Systems, Inc.	\$ 35,526
	TOTAL OVER \$25,000	\$2,257,274

\*Asterisk denotes MFD vendors

Mr. Goldensohn temporarily left the meeting at this point.

RESOLUTION NO. 288-88 Re: CONTRACT AWARDS FOR VARIOUS PLANNED LIFE

CYCLE ASSET REPLACEMENT (PLAR) PROJECTS

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

WHEREAS, Sealed bids were received in accordance with MCPS procurement practices from qualified vendors for the PLAR projects between May 23 and June 2, 1988; and

WHEREAS, All bids are within staff estimates and within the budget for these items, and copies are available for review in the Department of School Facilities; now therefore be it

RESOLVED, That contracts be awarded to the low bidders meeting specifications in the amounts listed below:

		LOW BID
1.	Renovate athletic fields at Bethesda-Chevy Chase, Montgomery Blair, and Kennedy High Schools and Lakewood and Woodside Elementary Schools	
	LOW BIDDER J.T. Patton & Sons, Inc.	\$103,427.63
2.	Replace public address system at Carderock, Cashell, Galway, Page and Wayside Elementary Schools	
	LOW BIDDER A-COM, Inc.	\$ 71,553.00
3.	Replace security system at Cashell Elementary School	
	LOW BIDDER Interamerican Security, Inc.	\$ 14,700.00
4.	Replace carpeting at Georgian Forest and Wayside Elementary Schools and Ridgeview Junior High School	
	LOW BIDDER Commercial Carpets of Am.	\$ 47,248.66
5.	Replace operable walls at Ridgeview Junior High Schools and Kennedy and Magruder High Schools	
	LOW BIDDER Modern Doors and Equipment	\$165,000.00
6.	Replace synthetic gymnasium floors at Ridgeview Junior High School	
	LOW BIDDER Martin Surfacing Co.	\$ 17,250.00
7.	Resurface running track at Springbrook and Churchill High Schools	
	LOW BIDDER Ratrie, Robbins and Schweitzer, Inc.	\$110,892.00



and be it further

RESOLVED, That the bid for the replacement of the wood gymnasium floor at Col. Zadok Magruder High School be rejected due to lack of competition and be rebid.

RESOLUTION NO. 289-88 Re: SITE SELECTION FOR FUTURE QUINCE ORCHARD AREA ELEMENTARY SCHOOL

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

WHEREAS, Land use planning studies have shown the need for a future elementary school to serve the vicinity of Quince Orchard Road and Darnestown Road (MD 28) by September, 1991; and

WHEREAS, Planning funds are included in the FY 1989 Capital Budget for a new school to serve this area; and

WHEREAS, The Site Selection Advisory Committee, after considering several alternate locations unanimously recommended a specific site located on the north side of Darnestown Road (MD 28), east of Quince Orchard Road, within the Kentlands Estate; and

WHEREAS, The Gaithersburg Master Plan provides for an elementary school site to be dedicated prior to development of the property; now therefore be it

RESOLVED, That the Board of Education accept from the developer of the Kentlands Estate a 12-acre parcel of land located on the north side of Darnestown Road (MD 28), adjacent to and east of The Orchards townhouse development, to be conveyed to them at no cost for use as the site for the future Quince Orchard Area Elementary School; and be it further

RESOLVED, That the superintendent be authorized to express the appreciation of the Board to the developer for the conveyance of this parcel of land.

RESOLUTION NO. 290-88 Re: GRANT OF STORM DRAIN EASEMENT AND RIGHT-OF-WAY TO THE MONTGOMERY COUNTY GOVERNMENT AT FUTURE GERMANTOWN JUNIOR HIGH SCHOOL SITE

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

WHEREAS, The Montgomery County Government has requested a Grant of Storm Drain Easement and Right-of-way at the future Germantown Junior High School site, located on the west side of Waring Station Road near Gunners Lake Village north of Clopper (MD 117) in Germantown, Maryland; and

WHEREAS, The proposed easement will require a public dedication of 1,718.26 square feet of land from the property of the Board of Education; and

WHEREAS, The proposed improvement will benefit both the school and community by providing a pipe to which the Board may later connect its storm drainage facilities when the site is developed for a school; and

WHEREAS, The proposed storm drain improvement will not affect any land anticipated to be utilized for school programming and recreational activities; and

WHEREAS, All construction, restoration, and future maintenance will be performed at no cost to the Board, with the Montgomery County Government and contractors assuming liability for all damages or injury; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a Grant of Storm Drain Easement and Right-of-way at the future Germantown Junior High School site.

RESOLUTION NO. 291-88 Re: WORK OF ART FOR GREENCASTLE ELEMENTARY SCHOOL

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

WHEREAS, Authorization for the selection of artists to receive commissions to produce works of art is delineated in Article V, Section 1, Chapter 8, "Buildings," of the MONTGOMERY COUNTY CODE; and

WHEREAS, Staff has employed selection procedures submitted by the superintendent to the Board of Education on February 10, 1984; and

WHEREAS, The Montgomery County Arts Council has participated in the selection as required by law; and

WHEREAS, Funds have been appropriated for this purpose in the FY 1988 Capital Improvements Program; and

WHEREAS, The law also requires County Council approval before the Board of Education can enter into contracts with the artists; now therefore be it

RESOLVED, That the Board of Education enter into the following contractual agreement subject to County Council approval:

ARTIST	WORK	COMMISSION
Jean-Paul Courbois	Murals	\$20,000

and be it further

RESOLVED, That the County Council be requested to approve the above commission to the indicated artist.

RESOLUTION NO. 292-88 Re: ARCHITECTURAL APPOINTMENTS FOR  
VARIOUS SCHOOLS

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

WHEREAS, It is necessary to appoint architects to provide required design services and administration of the construction contracts for various capital projects; and

WHEREAS, Funds were approved in the FY 1989 Capital Budget for the projects listed below; and

WHEREAS, The architectural/engineering selection procedures approved by the Board of Education on May 13, 1986, were employed in the following appointments; now therefore be it

RESOLVED, That the Montgomery County Board of Education enter into a contractual agreement with each of the below-listed architectural firms to provide required design and construction supervision services for the following indicated capital improvement projects included in the FY 1989 Capital Budget:

PROJECT	ARCHITECT/ENGINEER	FEE
Sherwood HS Modernization	Strang and Samaha, AIA	\$715,500
Stedwick ES Addition	Fox-Hanna, Architects	\$102,000
Westbrook ES Modernization	Robert J. Glaser & Assoc.	\$186,500

RESOLUTION NO. 293-88 Re: ASBESTOS REMOVAL AT THE MAGRUDER HIGH SCHOOL GYMNASIUM

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools' procedures, the following bids were received on June 7, 1988, to provide asbestos removal at Magruder High School:

BIDDER	AMOUNT OF BID
LVI Environmental Services, Inc.	\$262,309
Southern Insulation, Inc.	276,900
TBN Associates, Inc.	348,500
BARCO Enterprises, Inc.	381,785
Marcor of D.C., Inc.	487,306

and

WHEREAS, Sufficient funds are available to effect award; now therefore be it

RESOLVED, That a contract for \$262,309 be awarded to LVI Environmental Services, Inc., for the removal of asbestos at the Magruder High School gymnasium.

RESOLUTION NO. 294-88 Re: PAINT BRANCH HIGH SCHOOL AUDITORIUM LIGHTING 315-08

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

WHEREAS, The following sealed bids were received on June 3, 1988, for the auditorium lighting and dimming system at Paint Branch High School:

BIDDER	BASE BID	ADD ALT. 1	DED. ALT 2
Beth. Armature Co., Inc.	\$81,385	\$8,614	\$ 980
S.Rock/Estabrook Corp.	87,800	7,000	1,200
Paul J. Vignola Co., Inc.	92,641	8,641	No change

and

WHEREAS, The low bidder, Bethesda Armature Co., Inc., has satisfactorily completed work for MCPS; and

WHEREAS, Sufficient funds are available for this project; now therefore be it

RESOLVED, That a contract be awarded to Bethesda Armature Co., Inc., for \$89,999 for the base bid and Add Alternate 1 for the auditorium lighting and dimming system at Paint Branch High School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 295-88 Re: OLNEY AREA ELEMENTARY SCHOOL

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

WHEREAS, Sealed bids for the new Olney Area Elementary School were received on Monday, June 13, 1988, as indicated below:

Dustin Construction, Inc.	\$5,776,000
Kimmel & Kimmel, Inc.	\$5,793,000
Henley Construction Co., Inc.	\$5,938,461
Tycon Construction Co.	\$6,034,751

Kettler Brothers Const. Co., Inc. \$6,161,000  
Eugene Simpson + Brother, Inc. \$6,215,000

and

WHEREAS, Dustin Corporation Company, Inc., has satisfactorily completed numerous capital projects, and their bid is within staff estimate; now therefore be it

RESOLVED, That a \$5,776,000 contract be awarded to Dustin Construction Company, Inc., for the construction of the new Olney Area Elementary School in accordance with plans and specifications prepared by Eugene A. Delmar, FAIA, PA.

RESOLUTION NO. 296-88 Re: PAINT BRANCH HIGH SCHOOL AUDIO/  
SOUND SYSTEM

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

WHEREAS, The following sealed bid was received on May 24, 1988, for the audio/sound system at Paint Branch High School:

BIDDER	BASE BID
Bethesda Armature Co., Inc.	\$119,593

and

WHEREAS, The bidder, Bethesda Armature Co., Inc., has satisfactorily completed work for MCPS; and

WHEREAS, Sufficient funds are available for this project; now therefore be it

RESOLVED, That a contract be awarded to Bethesda Armature Co., Inc., for \$119,593 for the audio/sound system at Paint Branch High School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 297-88 Re: RICHARD MONTGOMERY HIGH SCHOOL ADDITIONS  
AND ALTERATIONS

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

WHEREAS, The following sealed bids were received on June 1, 1988, for additions and alterations at Richard Montgomery High School:

BIDDER	BASE BID	ALT. 1	ALT. 2	ALT. 3
Patrick Quinn, Inc.	\$ 989,000	\$35,000	\$20,000	\$ 59,000

Dustin Corp., Inc.	993,000	23,000	32,000	82,000
The Gassman Corp.	1,120,000	49,000	44,000	108,000

Description of Alternates:

Add Alternate 1: Replace auditorium plaza  
 Add Alternate 2: Install planters on existing steps  
 Add Alternate 3: Provide canopy extension

and

WHEREAS, The lowest bid exceeded the architect's estimate and current available funding; now therefore be it

RESOLVED, That the bids for Richard Montgomery High School additions and alterations be rejected and that staff be directed to prepare to rebid this project at a more favorable time of year.

RESOLUTION NO. 298-88 Re: RICHARD MONTGOMERY HIGH SCHOOL INTERIOR RENOVATIONS

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

WHEREAS, The following sealed bids were received on June 1, 1988, for the interior renovations at Richard Montgomery High School:

BIDDER	BASE BID
The Gassman Corporation	\$337,000
Patrick Quinn, Inc.	\$344,000
Dustin Construction, Inc.	\$514,000

and

WHEREAS, The low bidder, The Gassman Corp. has satisfactorily completed work for MCPS; and

WHEREAS, Sufficient funds are available for this project; now therefore be it

RESOLVED, That a contract be awarded to The Gassman Corporation for \$337,000 for interior renovations at Richard Montgomery High School in accordance with plans and specifications prepared by Grimm & Parker, Architects.

RESOLUTION NO. 299-88 Re: TRANSFER OF FUNDS

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

WHEREAS, A \$71,900 water and sewer installation charge for Stone Mill

Elementary School has been assessed by the Washington Suburban Sanitary Commission; and

WHEREAS, Staff has discussed payment of the assessment with the county executive staff, and it was recommended that surplus capital funds be used to pay the assessment; now therefore be it

RESOLVED, That \$71,900 be transferred from the Local Unliquidated Surplus Account (999) to the Stone Mill Elementary School account (653); and be it further

RESOLVED, That the county executive be requested to recommend to the County Council approval of this transfer.

RESOLUTION NO. 300-88 Re: PRESENTATION OF PRELIMINARY PLANS  
BRIGGS CHANEY MIDDLE SCHOOL (NEW)

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 new Briggs Chaney Middle School has prepared the schematic design in accordance with the educational specifications; and

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

RESOLVED, That the Board of Education approve the preliminary plan report for the new Briggs Chaney Middle School prepared by S H W C, Incorporated.

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

RESOLUTION NO. 301-88 Re: PRESENTATION OF PRELIMINARY PLANS  
BROAD ACRES ELEMENTARY SCHOOL ADDITION

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

WHEREAS, The architect for the Broad Acres Elementary School addition has prepared the schematic design in accordance with the educational specifications; and

WHEREAS, The Broad Acres Elementary School Planning Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the Broad Acres Elementary School addition prepared by Turner Associates, P.C.

\* Dr. Cronin temporarily left the meeting prior to the vote.

RESOLUTION NO. 302-88 Re: PRESENTATION OF PRELIMINARY PLANS  
QUINCE ORCHARD HIGH SCHOOL ADDITION

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

WHEREAS, The architect for the Quince Orchard High School addition has prepared the schematic design in accordance with the educational specifications; and

WHEREAS, The Quince Orchard High School Planning Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the Quince Orchard High School addition prepared by Grimm & Parker Architects.

\*Dr. Cronin rejoined the meeting at this point.

RESOLUTION NO. 303-88 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mr. Goldensohn, 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. 304-88 Re: EXTENSION OF SICK LEAVE

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mr. Goldensohn, 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
Lucas, Linda A.	Elementary Counselor Broad Acres Elementary	10

RESOLUTION NO. 305-88 Re: PERSONNEL APPOINTMENTS

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



adopted unanimously:

RESOLVED, That the following personnel appointments be approved:

APPOINTMENT	PRESENT POSITION	AS
Edward W. Shirley	Principal Sligo MS	Principal Paint Branch HS Effective: 7-1-88
Lucinda Sullivan	Act. Supervisor of Secondary Instruction Area. 2 Admin. Office	Principal Redland MS Effective: 7-1-88
Myra Abramovitz	Elem. Principal Trainee Rock View ES	Principal Highland View ES Effective: 7-1-88
Jevoner Lake Adams	School Asst. Spec. (Assoc. Branch Chief) Office of Elem. & Sec. School Education U.S. Dept. of Ed. Washington, D.C.	Principal Glen Haven ES Effective: 7-1-88
Thelma Monk	Acting Asst. Principal Poolesville ES	Principal Poolesville ES Effective: 7-1-88
Arthur Raymond Myrtle	Acting Asst. Principal Wheaton Woods ES	Principal Cannon Road ES Effective: 7-1-88
Gwendolyn Page	Elem. Principal Trainee DuFief ES	Principal Fields Road ES Effective: 7-1-88
Jeffrey Pitt	Acting Asst. Principal Gaithersburg ES	Principal Fallsmead ES Effective: 7-1-88
Joseph L. Press	Principal West Baltimore MS Baltimore, MD	Principal Piney Branch ES Effective: 7-1-88
Timothy Riggott	Act. Asst. Principal Fairland ES	Principal Broad Acres ES Effective: 7-1-88
Kenneth A. Snoots	Elem. Principal Trainee Cannon Road ES	Principal Burning Tree ES Effective: 7-1-88
Vera D. Torrence	Elem. Principal Trainee	Principal

	Meadow Hall ES	Strathmore ES Effective: 7-1-88
Sandra L. Walker	Elem. Principal Trainee Flower Valley ES	Principal Rock Creek Forest ES Effective: 7-1-88
Mary J. Jackson	Assistant Principal Stephen Knolls School	Principal Stephen Knolls School Effective: 7-1-88
John H. Robinson	Acting Principal McKenney Hills Learning Center	Principal McKenney Hills Learning Center Effective: 7-1-88

RESOLUTION NO. 306-88 Re: TEMPORARY REASSIGNMENTS

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 temporary reassignments be approved:

NAME AND PRESENT POSITION	POSITION EFFECTIVE July 1, 1988	POSITION EFFECTIVE July 1, 1989
George K. Goldsmith Principal DuFief ES	Dept. of Educational Accountability To coordinate special projects	To be determined
Thomas Robinson Assistant Principal Hoover JHS	A&S Teacher	Assistant Principal

RESOLUTION NO. 307-88 Re: ACADEMIC LEAVE

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 be granted academic leave for the period indicated:

Alden, Sally  
Instructional Assistant, ESOL  
Wheaton High School  
Years of Service in Montgomery County -- 9  
Period of Leave -- September 1, 1988 through January 30, 1989  
(1 semester)  
Attend University of Maryland to earn science credits toward  
certification

Anderson, Susan  
Teacher, Kindergarten  
Germantown Elementary School  
Years of Service in Montgomery County -- 9  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend George Washington University to complete a master's of  
arts degree (education)

Bell, Marion  
Director of Human Relations  
Carver Educational Services Center  
Years of Service in Montgomery County -- 16  
Period of Leave -- July 1, 1988 through June 30, 1989  
Attend Virginia Polytechnical Institute to complete a  
doctor's degree (educational administration)

Cameron, Miriam  
Director of Employee Assistance  
Carver Educational Services Center  
Years of Service in Montgomery County -- 20  
Period of Leave -- July 1, 1988 through June 30, 1989  
Attend University of Maryland to complete doctorate  
(social work and community planning)

Ferington, Marie  
Teacher, German/French  
Ridgeview Junior High School  
Years of Service in Montgomery County -- 12  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend University of Maryland to maintain and enrich her skills  
to achieve full potential as a foreign language teacher

Foster, Mary  
Instructional Assistant  
Jackson Road Elementary School  
Years of Service in Montgomery County -- 10  
Period of Leave -- September 1, 1988 through June 20, 1989  
Attend Trinity College to pursue a master's degree (reading)

Frederickson, Dorothy  
Business Manager  
Sherwood High School  
Years of Service in Montgomery County -- 11  
Period of Leave -- July 1, 1988 through June 30, 1989  
Attend Hood College to work toward a master of science degree  
(administration/management)

Hehn, Charlotte  
Teacher/Music/Drama  
Years of Service in Montgomery County -- 15  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend Western Maryland College to earn a master's degree  
(guidance and counseling)

Hulse-Hayman, Jean K.  
Teacher, Special Education and Mathematics  
Regional Institute for Children and Adolescents  
Years of Service in Montgomery County -- 9  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend Montgomery College and Hood College to earn certification  
in secondary mathematics

Ibanez, Mary Jo  
Teacher, Grade 3  
Years of Service in Montgomery County -- 19  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend University of Maryland to pursue a master of education degree  
in curriculum and instruction with a concentration in  
mathematics education

Jetty, William  
Teacher, Special Education  
Farquhar Middle School  
Years of Service in Montgomery County -- 15  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend University of Maryland to complete requirements for a  
master of education degree in special education

Kesler, Jean  
Media Specialist  
Highland View Elementary School  
Years of Service in Montgomery County -- 17  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend Montgomery College to take coursework in TV production to  
expand knowledge and to gain skill in TV production

Lacey, Freida  
Assistant Supervisor of Special Services  
Area 3 Administrative Office  
Years of Service in Montgomery County -- 17  
Period of Leave -- September 1, 1988 through May 31, 1989  
Attend George Washington University to complete dissertation for  
doctorate in special education

Lasco, Robert  
Teacher, English  
Wootton High School  
Years of Service in Montgomery County -- 14  
Period of Leave -- August 30, 1988 through January 30, 1989  
Attend Western Maryland College to pursue a master of science  
degree (media/library science)

McCutcheon, Sigrid  
Media Assistant  
Seven Locks Elementary School  
Years of Service in Montgomery County -- 14  
Period of Leave -- August 25, 1988 through June 27, 1989

Attend Western Maryland College to pursue a master's degree  
(media/library science)

Maldonado, Elena  
Teacher, Spanish  
Winston Churchill High School  
Years of Service in Montgomery County -- 12  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend University of Maryland to pursue a doctorate in  
school psychology

Schneier, Anna  
Teacher, Special Education  
Candlewood Elementary School  
Years of Service in Montgomery County -- 8  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend Western Maryland College to complete a master's degree  
(media/library science)

Sekuler, Debra R.  
Interpreter, Hearing Impaired  
Barnsley Elementary School  
Years of Service in Montgomery County -- 8  
Years of Service in Montgomery County -- 8  
Period of Leave -- September 1, 1988 through June 20, 1989  
Attend Columbia Union College to complete certification requirements  
for early childhood education

Seleznow, Steven  
Principal  
Highland View Elementary School  
Years of Service in Montgomery County -- 13  
Period of Leave -- July 1, 1988 through June 30, 1989  
Attend Harvard University to pursue a doctor's degree  
(administration, planning and social policy in the core program)

Tevelow, Renee  
Teacher, Special Education  
Beall Elementary School  
Years of Service in Montgomery County -- 13  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend University of Maryland to pursue a master's degree  
(counseling and personnel services)

Touchton, Caroline  
Teacher, Special Education  
Mill Creek Towne Elementary School  
Years of Service in Montgomery County -- 12  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend George Washington University to complete educational  
specialist program in transition support

Walker, Pamela  
Teacher, Grade 3

Highland Elementary School  
Years of Service in Montgomery County -- 10  
Period of Leave -- August 30, 1988 through June 21, 1989  
Attend University of Maryland to earn a master of education degree  
(administration/supervision)

Re: UPDATE ON MINORITY EDUCATION

Dr. Pitt stated that their purpose was to make clear that they had a plan in place on minority achievement. Last July they had put a plan in place and reported on it before the end of the school year. He had provided the Board with goals and objectives in July, and he had indicated that they would have a coordinated plan in place to meet those goals.

He said they had always had countywide goals, but they had needed accountability at the local school level. If they were going to have a plan that would get results, they had to know what was happening at the local school level as to who was achieving or who was not achieving. He was proud that this had been accepted by principals and teachers.

Dr. Pitt said that the second area was the affirmative action policy which was in place. The third piece was very difficult. It was to try to identify, validate, and disseminate successful practices. Schools had received the data for their planning, and the schools and area offices had developed objectives to meet the identified needs of individual youngsters in relation to those goals. Affirmative action goals to correct staff imbalances were in place. They had made a good start in identifying successful practices. There was a monitoring process in effect with area superintendents' having this responsibility.

Dr. Pitt stated that in addition they were going to report data school by school starting with baseline data this August. They had some other efforts in place including special education initiatives and an MCPS suspension project. They had reduced suspensions significantly but were still working in this area. They had also appointed a director of minority education with a specific role they had tried to strengthen. He was to recommend programs and initiatives and also to monitor what was happening at the area level. When he perceived a problem, he had the authority to go directly to the area superintendent. If he could not get results or if the problem persisted, Dr. Scott had the specific responsibility to come to the superintendent and deputy.

Dr. Pitt explained that their goal was not just to have accountability for minority education. Accountability was also in the hands of the area superintendents and Dr. Scott. He and Dr. Vance were also responsible for accountability. As they started publishing data school by school, eventually they would show data for all students.

Dr. Pitt stated that he did not believe they would attain success by

punishing people. He was interested in pointing out where successes took place and where they did not take place. He thought they had to identify schools that were not achieving the goals, and they had a responsibility to help. First, they would look at the successful strategies and try to apply them to a like school. At the same time as they did that, they needed to monitor the school. His first approach would be a positive one and include identifying successful practices and moving them to schools where it was not working. He hoped to do that by teachers working with teachers as well as principals working with principals.

Dr. Vance recalled that from the Board's last public discussion of this subject, staff was left with the perception that what they needed was a well coordinated and manageable plan that clearly articulated the goals and objectives, identified who was doing what, and described the levels of accountability. This had been their goal this year. He remarked that everyone knew that the best conceived plan did not mean anything if it did not have the whole hearted support of persons with the major responsibilities. Their executive staff would be at the table to talk about their responsibility and commitment. They had had participation from local staffs at the area and in the local schools. This was a coordinated plan, not something conceived and developed at a superordinate level. The plan had had participation and input throughout the system. He had asked Dr. Paul Scott to comment on the management planning process and accountability goals; the identification, validation, and dissemination of successful strategies; and the affirmative action policy.

Dr. Scott said that in regard to accountability, the goals were in place. They were using California Achievement Tests, Maryland Functional Tests, and gifted and talented identification. They were monitoring student progress, and the focus was on black and Hispanic students although schools received data on all students. This summer the superintendent would make his first annual report to the Board and to the public on progress on these goals. The report would include school by school as well as county data.

Dr. Scott said that the second part of accountability was the management planning process. The area and school management plan encompassed much more than minority achievement and was essential for the consistent planning and monitoring of minority achievement and participation efforts. The plans contained goals, data/objectives, and implementation plans. The associate superintendents reviewed and approved the plans in August, and they conducted a midyear and end-of-year assessment.

Affirmative action focused on minorities, the handicapped, and gender. The goals for next year had been set and had been transmitted to all staff. The affirmative action monitoring committee was monitoring the recruitment, employment, retention, and promotion of MCPS staff.

In regard to the identification of successful practices, Dr. Scott reported that they were completing the first phase of a three-year

plan which began this year at the elementary level. They had used a nomination process with criteria that used both qualitative and professional judgments. They had conducted site visits at ten elementary schools to identify practices. These were followed by team visits to document in much more detail the practices that were initially described. The superintendent would receive a report in July regarding the practices they had found. They would move into Phase II in the fall and look at additional elementary schools and begin to focus at the secondary level.

Dr. Vance said there were other indications that they were staying on track. The affirmative action steps and results would be part of the superintendent's report later this summer. He pointed out that there were five minorities among the appointments made today. They were outstanding and extremely competent people. He directed attention to the superintendent's report and drew attention to efforts in special education. He pointed out the booklet on mapping successful strategies in programs for youngsters with learning or behavioral problems. This had been shared with every principal and had been disseminated to faculties in every school in MCPS. The learning disabilities initiatives had resulted in new procedures, and they were implementing these in every elementary school. In special education, they had an ongoing concern about high minority placement percentages. They had a level 4 task force which would report in August, and the results of their work would be implemented next school year. They had just received copies of the report of the study group on seriously and emotionally disturbed students. Dr. Vance said that in regard to the suspension study, they had piloted a discipline monitoring system for the past two years in two junior highs and four senior highs. It had provided them with some very significant information on events surrounding disciplinary action. This would also be part of the superintendent's report. They would report on what they could do about early intervention with youngsters who were frequently suspended.

Dr. Vance noted that they had an outstanding group who had volunteered to serve on the Board's advisory committee for minority student education. This committee had been meeting regularly, and they would have a report in July.

Dr. Pitt reported that the data the Board received in August would be baseline data. During the first year, they would give the Board countywide data as well as school-by-school data. In the following year they would be able to show where schools had moved from the baseline data.

Dr. Cronin remarked that he had always had a difficulty with the goals in one sense. Goals were always out there, but they never did know when they had achieved them or the rate at which they were moving. He asked if they were planning to put a "time certain" at which 50 percent of their black and Hispanic students in Grade 3 scored at stanine four, and so on. He wanted to know whether this was just a floating goal which they were hoping to get to which had a tendency never to be achieved.



Dr. Scott replied that the common expectation was that all schools would make progress. They were on new ground with respect to setting goals of this nature, and he thought they would look at them on a yearly basis. They had not set a time period, but they would look at this to determine the degree to which schools had made progress. If a school did not make progress, that would show up very quickly. Dr. Pitt thought that in a year from now they would be in a better position to reply to Dr. Cronin's question.

Dr. Cronin said that the associate superintendents had to deal with principals and the principals needed a statement from the area that when it happened the progress wasn't enough. Without a time line in which to know when progress was or wasn't enough, he wondered how the associates planned to deal with principals who hadn't made enough progress. Dr. Pitt replied that they had goals set for each area.

Dr. Scott added that they had given each school a trend of the past three times that students had taken a test. For example, the CAT had always been a part of Priority 2. When they generated data for schools, the schools were given the past three years for their students. Therefore, schools did have a feel for how they had been progressing. Dr. Vance thought they should not set goals right away. He said that because of prior experience in Area 1, he thought they should look at progress. They had set goals and were faced with schools with mobility rates up to 83 percent; therefore, each year they did not face the same students. He thought they could set goals for youngsters they knew would be there for two or more years. Given the increased mobility of the population, it became more of an elusive target.

Dr. Cronin asked if the progress or lack of progress would be noted in a principal's evaluation. Dr. Robert Shekletski, area superintendent, commented that if the three-year history indicated that the school had done better than the countywide goals, the expectation he would have was that the school's goal in the following year would be beyond the county goal. If the school had not yet reached the county goal for three years, the expectation would be that the school would at least meet the countywide goal. If the data revealed that they had not, the next question would be how far they did get and why they did not meet the goal. This was done school by school, and some judgments were made in terms of how far the school ought to move from one year to the next.

Dr. Cronin asked if this became a written part of the evaluation of the principal. Dr. Shekletski replied that it would become a written part of the evaluation in terms of a Criterion II which dealt with the program in the school. If the school was not meeting some goals, there had to be modifications made under the direction of the principal. In addition, there was another criterion dealing with test data and accountability.

Dr. Pitt said that the report would be visible to anyone who looked at it and secondly, they had to give appropriate support and analyze

what was happening in that school. It would be his concern that the principal pick up on those suggestions and move with them.

Dr. Cronin noted that in the special education section there was evidence of progress since 1983 that LD had dropped from 54.9 to 43.8 percent. He was making the assumption that the reference was to minority students who were classified LD. Dr. Hiawatha Fountain, associate superintendent, replied that this was the total population; however, there had been a significant reduction in the minority population. Dr. Cronin asked that Board members be provided with specific numbers. This morning he had raised the question of student enrollment in mathematics courses by grade level. He would like to see the minority breakdown of those kinds of trackings by grade level.

Dr. Cronin asked about the dissemination of successful strategies and training in this area. Dr. Scott replied that when they presented the report to the superintendent they hoped to present a recommended plan for dissemination. They could not determine dissemination until they knew what the practices were. It was clear that they would focus on schools that had not been making progress. At present they were looking at 35 practices.

Mr. Ewing commended the superintendent and the staff for their attention to the development of what looked to be a very solid process and plan of action. The report before the Board was about the process and not about results. If the results did not show that the process was working, then he hoped the superintendent would want to reconsider those elements of the process that did not work well. Between 1983 and 1987, they kept using a process that did not produce results. If this didn't work, they needed to know why.

Mr. Ewing noted that he had a number of questions which he had written out and for which he did not expect responses today. These were really questions directed at the report that was coming to the Board. He wanted to know how the achievement results of those students compared with those of the school system as a whole, with the state, with minority group achievement and majority achievement data nationwide by minority group, blacks, Hispanics, and Asian Americans. He wanted to know how minority student achievement results compared in this system school by school. He also would be interested in knowing what the explanations were for differences. It was important not just to assess responsibility; it was important to figure out what they needed to do to correct the situation.

Mr. Ewing said they need to know not only what would be done to help schools to devise effective strategies but also what would be done to help individual students themselves achieve higher levels. He hoped they would end up targeting those students who needed help to move ahead. It was important for them to know how MCPS explained the differences which many black parents had noted between early high levels of achievement and lower levels of achievement in the higher grades. They needed to struggle with that and to continue to speculate about what was going on here.

Mr. Ewing thought that MCPS needed to explain the differences that many black parents said existed between the potential of black students and the achievement of black students. He thought it was important to know how that would be measured and what they would do about that. Finally, they needed to know as precisely as possible what the consequences would be when there was a continuing trend of low minority achievement in a particular school as well as what the actions were to change that situation. He hoped that the answers to these questions could be made available to the Board and to the community.

Dr. Pitt explained that the plan did target students. They identified individual students in a school who were in the categories they had described here. Secondly, the data they would produce in August was baseline data, and a limited amount of judgment could be made as to how far a school had gone under this plan this year. The following year they would have some more data. He thought that the plan needed some time, and as they went through the process they would identify elements that did not work. They would probably want to modify things.

Dr. Pitt indicated that he did not know in his own mind exactly why progress did not take place. When progress did not take place, they would try and find like situations where it had taken place and see if those successful practices could be moved. If they were moved and it still didn't work, there would have to be an analysis of the situation.

Dr. Vance commented that one of the most impressive things in pulling the process together had been the unbridled enthusiasm and commitment in the field. There was a strong commitment to improve the academic achievement and progress of minority students and to increase their level of participation in MCPS educational activities. He stressed that if things did not work, those folk were going to change them. One of the things that was exciting about the management plan was that they could take a lot of creativity out there to do some very innovative and creative things. He would be the last one to stay with something just because they had created it.

Mr. Ewing asked for an explanation of the process that they would use to identify and validate the successful practices. Mrs. Praisner said she would like more information about the team, the site visit, the nomination process, and the validation. She suggested that staff provide the Board with an example.

In regard to the LD initiative, Mrs. Praisner wondered how they were going to evaluate and what they were going to evaluate from the standpoint of the success of the initiative. Dr. Stephen Frankel, director of educational accountability, replied that this had to go way beyond numbers. The real questions were the impact on the children involved and other children in the same schools. Mrs. Praisner asked if they were going to be using other test measures for the students. Dr. Frankel replied that they were just getting into the design of the study now. They would be addressing those issues

with Dr. Fountain's staff. Mrs. Praisner also inquired about the manual on placement procedures and if it would be appropriate for Board members to have copies.

Mrs. Praisner said the process had principals and the schools developing a plan which would be reviewed. It also said that plans for the following year were to be completed by August 1, and she asked if this were for the school year starting in September. Dr. Scott replied that it was. She was concerned about staffing allocations and a lot of things associated with that came well before the first of August. She was not sure how the cart and the horse were put together. Dr. Scott explained that the cycle was really from April to April. In August the plan would be finalized; however, the process began in April so that principals could involve their staffs and get all the components that they needed. It seemed to Mrs. Praisner that the August completion really was the formal stamp and not the development of the plan.

Ms. Ann Meyer, area associate superintendent, reported that they would be putting together all of the components including the minigrants and the test data. However, goal setting went on during the spring with the total staff.

Mrs. Praisner agreed with Dr. Vance that there was an enthusiasm and a commitment to a lot of things that were going on within the school system right now. She wanted to make sure that the pieces went together sequentially and that the support was there. Dr. Vance commented that ideally when they addressed multiyear budgeting, one of the areas OMBP would look at was the implications of multiyear budgeting and this process. Planning and budgeting for this should be done a year in advance.

Mrs. DiFonzo thanked staff for their presentation and said that the Board would look forward to the August report.

Re: NEW HAMPSHIRE ESTATES/OAK  
VIEW ELEMENTARY SCHOOLS

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

WHEREAS, The Board of Education adopted a comprehensive plan for Blair cluster elementary schools (Resolution No. 448-85) on September 23, 1985; and

WHEREAS, The adopted plan included a request for approval by the County Council of planned capital projects; and

WHEREAS, The County Council has continued to deny funding for a 13-classroom addition or relocatables at Oak View as part of the school system's Capital Improvements Program; and

WHEREAS, A staff committee has reviewed, after consultation with the affected school communities and the Blair cluster, possible alternatives to the adopted plan; and

WHEREAS, The superintendent has recommended that French Immersion enrollment be limited to one class per grade as a means of implementing the Board-adopted plan; and

WHEREAS, A public hearing on the recommendation and on a Board-requested alternative to reorganize French Immersion for Grades K-3 at New Hampshire Estates and Grades 4-6 at Oak View was conducted on June 9 with testimony from school and community groups; now therefore be it

RESOLVED, That the Board of Education hereby approve the superintendent's implementation recommendation for the adopted plan which will limit new enrollment in the French Immersion program to one class per grade beginning in September 1988; and be it further

RESOLVED, That affected school communities be notified of this limit. For the record, Mrs. Rafel stated that this was her first facilities process. She said that one point that had not received much attention was the issue of an additional center for a French immersion program. She had very serious reservations about having this Board make a commitment to move in that direction. She was a strong believer in elementary foreign language instruction, but she thought they were already under a lot of criticism in terms of equity and in terms of fairness to children who lived in all parts of the county. She would think they would have to move very carefully about what they were doing by creating another French immersion program somewhere else in the county.

Re: AN AMENDMENT BY MR. EWING TO THE  
PROPOSED RESOLUTION ON NEW HAMPSHIRE  
ESTATES/OAK VIEW ELEMENTARY SCHOOLS  
(FAILED)

A motion by Mr. Ewing to amend the first Resolved to read, "Resolved, That the Board of Education hereby approves Option B in the statement before it from the superintendent of schools, dated June 16, 1988, continuing the pairing of New Hampshire Estates and Oak View, but placing the French immersion program in both schools" failed for lack of a second.

Re: AN AMENDMENT BY MR. EWING TO THE  
PROPOSED RESOLUTION ON NEW HAMPSHIRE  
ESTATES/OAK VIEW ELEMENTARY SCHOOLS

Mr. Ewing moved and Mr. Goldensohn seconded the following amendments to the proposed resolution on New Hampshire Estates/Oak View Elementary Schools:

RESOLVED, That the Board of Education instruct the superintendent to develop several options for a kindergarten through third grade magnet program at New Hampshire Estates, serving students in the service area and students outside the service area, the options to involve programs that would attract as a goal 25 students per grade outside

the service area and would be intended to attract majority students in order to improve racial balance at New Hampshire Estates; and be it further

RESOLVED, That these options, together with the superintendent's estimate of their associated costs, be referred to a group of parents and staff from the two school communities for their review, discussion and recommendation to the superintendent; and that the superintendent then propose one or more options to the Board of Education for approval of one by the Board for development during the school year 1988-1989 and for full implementation starting in the fall of 1989; and be it further

RESOLVED, That the Board of Education pledges itself within the limits of its ability to make these resources available, recognizing that the County Council can intervene, to the provision of resources needed to assure that the programs at New Hampshire Estates and Oak View will work effectively, especially the provision of staff, training resources, equipment, books, supplies and curricular materials and other resources which may be required to facilitate the successful operation of these programs at the two sites; and be it further

RESOLVED, That as part of its full commitment, the Board will endeavor to continue to provide resource beyond the norm and current allocations to implement the educational programs at these schools, so that the goals of student achievement and integrated education can be achieved in full measure; and be it further

RESOLVED, That in addition to all other programs, the Board will provide resources as soon as possible to expand the current New Hampshire Estates Elementary School gifted and talented program, provide full-time counselors at both schools, expand the Program of Assessment, Diagnosis, and Instruction (PADI) at New Hampshire Estates Elementary School, and ensure that there is at both schools the full amount of instruction in art, music and physical education specified in MCPS standards for elementary schools.

Dr. Cronin moved and Mr. Herscowitz seconded that the Resolved clauses be separated.

Re: A SUBSTITUTE MOTION BY DR. CRONIN TO  
MR. EWING'S FIRST RESOLVED CLAUSE ON  
NEW HAMPSHIRE ESTATES/OAK VIEW

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

RESOLVED, That the superintendent with community input would consider ways to enhance the present magnet at New Hampshire Estates and Oak View and to develop an attractive early childhood program at New Hampshire Estates; and be it further

RESOLVED, That the Board would give an assurance that the solution once adopted would stay in place with respect to its major elements for at least four years, until at least the fall of 1992, giving time

to develop and put in place smooth transitions, stable patterns of enrollment, clearly articulated educational objectives and specific educational programs with the necessary staff and other resources to make them succeed; and be it further

RESOLVED, That the Board would provide, if possible (given the budgetary dependency of MCPS on the executive and Council and state government), resources beyond the norm and beyond mere transport costs to implement with a high level of effectiveness and success the educational programs adopted and needed for the schools.

Re: REPHRASING OF DR. CRONIN'S MOTION

Dr. Cronin rephrased the first Resolved as follows:

RESOLVED, That the superintendent with community input would consider ways to define and enhance the present magnet to serve the students both within and outside the service area and to develop an attractive early childhood program...

Re: AN AMENDMENT BY MR. EWING TO DR.  
CRONIN'S FIRST RESOLVED (FAILED)

An amendment by Mr. Ewing that Dr. Cronin's motion be amended to state that the goal of the program would be designed to attract 20 students per grade from outside the service area failed with Mr. Ewing, Mr. Goldensohn, (Mr. Herscovitz), and Dr. Shoenberg voting in the affirmative; Dr. Cronin, Mrs. Praisner, and Mrs. Rafel voting in the negative; Mrs. DiFonzo abstaining.

Re: REPHRASING OF DR. CRONIN'S FIRST  
RESOLVED CLAUSE

Dr. Cronin and Mrs. Praisner accepted the following rephrasing of the first Resolved clause:

RESOLVED, That the superintendent with the advice of parents and citizens from the two school communities would consider ways to define and enhance the present magnet to serve the students both within and outside the service area and to develop an attractive early childhood program in New Hampshire Estates; and be it further

RESOLUTION NO. 308-88 Re: DR. CRONIN'S SUBSTITUTE MOTION ON  
NEW HAMPSHIRE ESTATES/OAK VIEW

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

RESOLVED, That the following be substituted for Mr. Ewing's first Resolved clause:

RESOLVED, That the superintendent with the advice of parents and citizens from the two school communities would consider ways to define and enhance the present magnet to serve the students both

within and outside the service area and to develop an attractive early childhood program in New Hampshire Estates; and be it further

RESOLVED, That the Board would give an assurance that the solution once adopted would stay in place with respect to its major elements for at least four years, until at least the fall of 1992, giving time to develop and put in place smooth transitions, stable patterns of enrollment, clearly articulated educational objectives and specific educational programs with the necessary staff and other resources to make them succeed; and be it further

RESOLVED, That the Board would provide, if possible (given the budgetary dependency of MCPS on the executive and Council and state government), resources beyond the norm and beyond mere transport costs to implement with a high level of effectiveness and success the educational programs adopted and needed for the schools.

RESOLUTION NO. 309-88 Re: A MOTION BY MRS. PRAISNER TO SUBSTITUTE FOR MR. EWING'S SECOND RESOLVED CLAUSE

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

RESOLVED, That the following be substituted for Mr. Ewing's second Resolved and incorporated in Dr. Cronin's first Resolved:

...that the superintendent be directed for the enhancement and the review of the magnets that the goal be for full implementation starting the fall of 1989...

Re: WITHDRAWAL OF MR. EWING'S THIRD RESOLVED CLAUSE

Mr. Ewing withdrew his third Resolved clause. Mr. Goldensohn as the seconder agreed.

RESOLUTION NO. 310-88 Re: SUBSTITUTE FOR MR. EWING'S FOURTH RESOLVED CLAUSE

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

RESOLVED, That the following be substituted for Mr. Ewing's fourth Resolved clause and incorporated in Dr. Cronin's third Resolved clause:

...educational programs and to foster the goals of student achievement and integrated education to the fullest measure possible.

Re: A SUBSTITUTE FOR MR. EWING'S FIFTH RESOLVED (FAILED)

The following substitute (Mr. Ewing's rewording of his fifth



Resolved) failed with Mr. Ewing and Mr. Goldensohn voting in the affirmative; Dr. Cronin, Mrs. Praisner, Mrs. Rafel, and Dr. Shoenberg voting in the negative; Mrs. DiFonzo and (Mr. Herscowitz) abstaining:

RESOLVED, That the superintendent will in the course of his examination of ways to enhance the program take full account of the recommendations made by both schools for those kinds of enhancements in the existing programs.

For the record, Mrs. Praisner said that votes like this were not reflective or indicative of the Board's commitment. One needed to look at the total picture, and if they looked at the resources already at New Hampshire Estates and the continued resources the school system puts into magnet programs, they would see they already had a full-time counselor at that school, they were looking at ways to enhance the magnet program, and that the superintendent and the Board members had also indicated that that enhancement would probably have within in it resources associated with it. She did not think it was fair to attribute to a lack of vote for that motion as a lack of support for the program.

For the record, Mr. Ewing strongly disagreed with Mrs. Praisner's position and had for a long time. He knew that other Board members did not want to be specific about anything if they could help it on matters dealing with magnets. He did. However, he was glad they were moving the way they were. He thought it was the right way to move, and he hoped that the superintendent and the Board would not be half hearted in their support of these efforts.

RESOLUTION NO. 311-88 Re: NEW HAMPSHIRE ESTATES/OAK VIEW  
ELEMENTARY SCHOOLS

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 adopted a comprehensive plan for Blair cluster elementary schools (Resolution No. 448-85) on September 23, 1985; and

WHEREAS, The adopted plan included a request for approval by the County Council of planned capital projects; and

WHEREAS, The County Council has continued to deny funding for a 13-classroom addition or relocatables at Oak View as part of the school system's Capital Improvements Program; and

WHEREAS, A staff committee has reviewed, after consultation with the affected school communities and the Blair cluster, possible alternatives to the adopted plan; and

WHEREAS, The superintendent has recommended that French Immersion enrollment be limited to one class per grade as a means of implementing the Board-adopted plan; and

WHEREAS, A public hearing on the recommendation and on a Board-requested alternative to reorganize French Immersion for Grades K-3 at New Hampshire Estates and Grades 4-6 at Oak View was conducted on June 9 with testimony from school and community groups; now therefore be it

RESOLVED, That the Board of Education hereby approve the superintendent's implementation recommendation for the adopted plan which will limit new enrollment in the French Immersion program to one class per grade beginning in September 1988; and be it further

RESOLVED, That the superintendent with the advice of parents and citizens from the two school communities would consider ways to define and enhance the present magnet to serve the students both within and outside the service area and to develop an attractive early childhood program in New Hampshire Estates with the goal of full implementation starting in the fall of 1989; and be it further

RESOLVED, That the Board would give an assurance that the solution once adopted would stay in place with respect to its major elements for at least four years, until at least the fall of 1992, giving time to develop and put in place smooth transitions, stable patterns of enrollment, clearly articulated educational objectives and specific educational programs with the necessary staff and other resources to make them succeed; and be it further

RESOLVED, That the Board would provide, if possible (given the budgetary dependency of MCPS on the executive and Council and state government), resources beyond the norm and beyond mere transport costs to implement with a high level of effectiveness and success the educational programs adopted and needed for the schools and to foster the goals of student achievement and integrated education to the fullest measure possible; and be it further

RESOLVED, That affected school communities be notified of the limit on the French Immersion program and the contents of this resolution.

Re: A MOTION BY DR. SHOENBERG ON ADDITIONAL  
ELEMENTARY LANGUAGE PROGRAMS (FAILED)

A motion by Dr. Shoenberg that the Board request the superintendent to develop a plan or plans for additional elementary language immersion programs in other parts of the county sufficiently far removed from the French Immersion Program at Oak View so as not to disturb that program and other special programs failed with Mr. Ewing, Mr. Goldensohn, (Mr. Herscowitz), and Dr. Shoenberg voting in the affirmative; Dr. Cronin and Mrs. Rafel voting in the negative; Mrs. DiFonzo and Mrs. Praisner abstaining.

For the record, Dr. Pitt stated that he would not want someone looking at the record ten years from now and saying that Superintendent Harry Pitt recommended capping the French Immersion Program without making it clear for the record that the discussion

was based upon a Board request to work the program out in the two schools recognizing that there was a space problem. They could not add additional classrooms. Within that context he had made the recommendation he did.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner stated that they had seen a lot of information in the paper about changes in the admissions program at the University of Maryland. She asked that by the fall when the staff had the statistics to know how many MCPS students had applied and how many had been accepted or rejected. She would like to know if they could review the effect of the honors programs on acceptance and rejection of students.
2. Mrs. Praisner congratulated Rockville High School's It's Academic Team for capturing the national tournament of academic excellence.
3. Mrs. Praisner reported that she had been receiving a lot of responses from school systems as part of NFUSSD on mobility factors and rates and how they used them. Very few school systems did, but she had some information to compile for the Board.
4. Dr. Vance indicated that he would try to provide comparative data on University of Maryland acceptance rates. Mr. Goldensohn cited an article in the Washington POST that previous rates were around 76 percent, and this year it was 62 percent.
5. Mr. Goldensohn noted that the Board has never taken an action on the superintendent's recommendation to study possible installation of an up-county math/science program. The Board had never voted on the timetable, and he requested that this be done.
6. Mr. Ewing said he had a set of petitions from citizens in the Travilah Road area near the Rockville Crushed Stone Quarry. They were asking that Montgomery County institute immediate measures to reduce concentration of airborne particulates in the Travilah Road area and to initiate an air-quality monitoring program in the area of Stone Mill Elementary School.
7. Mr. Ewing reported that at the Metropolitan Area Boards of Education they had received a briefing on an Arlington County program. With the support and encouragement of the Board of Education, Arlington County employees had established a cooperative to provide child care for employees of the school system. It had now finished its first year, and employees managed it while the school system provided the space. He would raise this issue under new business.
8. Mr. Herscovitz stated that he would be introducing a request that would direct Lois Stoner to draft several bills that would ultimately grant the student Board member voting privileges. He hoped that they could get to that as soon as possible so that all Board members could participate in the discussion.
9. Mrs. DiFonzo said she had privilege of serving on the Doug Williams scholarship selection committee. Two of the three scholarships that were awarded to youngsters in Maryland were awarded to students in Montgomery. Both were ESOL students, one at Einstein and one at Walter Johnson.
10. Mrs. DiFonzo reported that she had had a couple of comments from art and music teachers who had told her there used to be a Staff

Development Spanish language in-service courses. This had not been offered in some years, and those teachers would like to see those courses offered again. The teachers would like to be able to communicate with some of their Hispanic students. She asked that the superintendent look into this.

\*Dr. Cronin left the meeting, and Mrs. Praisner temporarily left the meeting at this point.

RESOLUTION NO. 312-88 Re: EXECUTIVE SESSION RESOLUTION

On recommendation of the superintendent and on motion of Dr. Shoenberg seconded by Mr. Goldensohn, 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 June 27, 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.

RESOLUTION NO. 313-88 Re: MINUTES OF MARCH 30, 1988

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

RESOLVED, That the minutes of March 30, 1988, be approved.

RESOLUTION NO. 314-88 Re: COMMENDATION OF MARY ELIZABETH ELLIS

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

WHEREAS, Dr. Mary Elizabeth Ellis throughout the past forty-five years has demonstrated a deep commitment to public education in Maryland; and

WHEREAS, Dr. Mary Elizabeth Ellis has served with distinction as a member of the Maryland State Board of Education since 1976; and

WHEREAS, Prior to her term on the State Board she served the students and citizens of Wicomico County as a teacher, principal and administrator with the Wicomico Public School System; and

WHEREAS, Dr. Ellis has also contributed to her community and profession as an officer of many organizations including President of the Wicomico County Teachers' Association, the Wicomico Association of Principals and Supervisors, and the Elementary Principals of Maryland; and

WHEREAS, As a State Board Member, Dr. Ellis has made a significant contribution to the deliberations of the State Board and has always been willing to listen to and work with local boards; now therefore be it

RESOLVED, That the Montgomery County Board of Education congratulates Dr. Ellis on the completion of her tenure on the State Board of Education and expresses its appreciation to Dr. Ellis for her many contributions to public education in Maryland.

RESOLUTION NO. 315-88 Re: NATIONAL RECOGNITION OF BELLS MILL  
ELEMENTARY SCHOOL

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

WHEREAS, The U.S. Department of Education has established an annual program to recognize outstanding elementary and secondary schools throughout the nation; and

WHEREAS, The program this year concentrated on the identification of elementary schools having high academic achievement, outstanding staff members, professional leadership and comprehensive community involvement and support; and

WHEREAS, Only 287 schools were chosen during the 1987-88 school year out of the thousands of elementary schools that participated nationally; and

WHEREAS, The winners were selected only after an intensive evaluation procedure that included a two-day visit by a panel of educators and citizens selected by the Department; now therefore be it

RESOLVED, That the Montgomery County Board of Education and Superintendent commend and congratulate Principal Kathleen Holliday, all staff members, students and parent leaders at Bells Mill Elementary School for being chosen as a School of Excellence to receive this prestigious award; and be it further

RESOLVED, That the Montgomery County Board of Education believes that Bells Mill Elementary School typifies the outstanding programs in the elementary schools in the Montgomery County Public Schools system;

and be it further

RESOLVED, That a copy of this resolution be presented to the principal, staff, students and parent leaders and that it be made a part of the minutes of the Montgomery County Board of Education.

RESOLUTION NO. 316-88 Re: NATIONAL RECOGNITION OF WHETSTONE  
ELEMENTARY SCHOOL

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

WHEREAS, The U.S. Department of Education has established an annual program to recognize outstanding elementary and secondary schools throughout the nation; and

WHEREAS, The program this year concentrated on the identification of elementary schools having high academic achievement, outstanding staff members, professional leadership and comprehensive community involvement and support; and

WHEREAS, Only 287 schools were chosen during the 1987-88 school year out of the thousands of elementary schools that participated nationally; and

WHEREAS, The winners were selected only after an intensive evaluation procedure that included a two-day visit by a panel of educators and citizens selected by the Department; now therefore be it

RESOLVED, That the Montgomery County Board of Education and Superintendent commend and congratulate Principal Nancy Morton who served during the selection process, all staff members, students and parent leaders at Whetstone Elementary School for being chosen as a School of Excellence to receive this prestigious award; and be it further

RESOLVED, That the Montgomery County Board of Education believes that Whetstone Elementary School typifies the outstanding programs in the elementary schools in the Montgomery County Public Schools system; and be it further

RESOLVED, That a copy of this resolution be presented to the principal, staff, students and parent leaders and that it be made a part of the minutes of the Montgomery County Board of Education.  
\*When Mrs. Praisner rejoined the meeting, she asked that she be recorded as being in favor of the resolutions adopted in her absence.

Re: NEW BUSINESS

1. Dr. Shoenberg moved and Mr. Ewing seconded that the Board of Education request the superintendent to develop a plan or plans for additional elementary language immersion programs in other parts of the county sufficiently far removed from the French Immersion Program

at Oak View Elementary School so as not to disturb the effectiveness of that program or other special elementary programs.

\* Mrs. Praisner rejoined the meeting at this point.

2. Mr. Herscowitz moved and Dr. Shoenberg seconded the following:  
RESOLVED, That the Board of Education direct Lois Stoner to prepare draft legislation to the County Delegation to the State Legislature, prior to the deadline for the submission of local bills, a bill which would grant the student member of the Montgomery County Board of Education voting privileges through one of the following proposals:
- (1) Grant the student member voting privileges on July 1, 1989, establishing a five person majority of the Board for the passage of motions
  - (2) Expand the Board by adding an at-large member whose term would begin July 1, 1989, amending Section 3-701 of the EDUCATION ARTICLE, and who would be selected by the Board and subsequently would be elected in the general election beginning in 1992. The Board would then be composed of nine voting members one year prior to 1990 when the County Council would be composed of nine members and the school population is projected to have reached 100,000 students.
  - (3) Adopt Option 2 pushing the date back a year to July 1, 1990. and be it further

RESOLVED, That the Board of Education take action on the final version prior to the deadline for the submission of local bills.

Mr. Herscowitz asked that the Board vote on his motion. Mrs. DiFonzo ruled that the motion was a policy issue which had to sit on the table for one week. Mr. Herscowitz asked that the ruling of the chair be overturned. The motion to overturn the chair failed with Mr. Ewing, Mr. Goldensohn, (Mr. Herscowitz), and Dr. Shoenberg voting to overturn, and Mrs. DiFonzo, Mrs. Praisner, and Mrs. Rafel voting to sustain the chair.

3. Mr. Ewing moved and Mr. Goldensohn seconded that the superintendent be requested to explore the feasibility and desirability with MCPS employee organizations and school system staff of the development of an employee child care program organized as a cooperative to be managed by employees.

4. Mr. Ewing moved and Mrs. DiFonzo seconded that the Board of Education schedule a review in the fall of this year at the earliest of its transfer policy following the completion of action on transfer issues for this upcoming school year.

5. Mr. Ewing moved and Mr. Goldensohn seconded that the Board of Education schedule a discussion on whether the Board should take a position encouraging a new and more satisfactory study by the county government of air quality in the vicinity of the Travilah quarry, specifically for the purpose of determining the safety of the community and the schools in the area, particularly Stone Mill Elementary School.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report

Re: ADJOURNMENT

The president adjourned the meeting at 6 p.m. to an executive session to consult with the Board's attorney.

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PRESIDENT

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SECRETARY

HP:mlw