APPROVED
41-1988

Rockville, Maryland
November 10, 1988

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Thursday, November 10, 1988, at 10:05 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. Chan Park*
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
Mrs. Catherine E. Hobbs, Board Member-elect*

RESOLUTION NO. 555-88 Re: BOARD AGENDA - NOVEMBER 10, 1988

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

RESOLVED, That the Board of Education approve its agenda for November 10, 1988, with the deletion of the item on Amendments to the Position Classification and Pay Plan.

Re: ANNOUNCEMENT

Dr. Cronin announced that Mr. Park and Mrs. DiFonzo had left the executive session to attend a student leadership conference. Mr. Ewing would join the meeting at 11:30 in the morning, and Mrs. Hobbs was expected at 2:30 p.m.

Re: SECONDARY SCIENCE CURRICULUM

Mr. William Clark, director of the Department of Academic Skills, introduced Mr. Wayne Moyer, coordinator of secondary science. Mr. Moyer introduced Mr. Paul Check, Hoover JHS; Mr. Ron Smetanick, Wootton HS; Ms. Grace Tigani, teacher specialist; Dr. Frank Masci, Gaithersburg HS; Ms. Denise Crooks, student at Gaithersburg HS; Ms. Patricia Hagan, Banneker MS; and Ms. Nancy Nixon, Banneker MS. Mr. Moyer stated that he had heard the English curriculum people set their goal of producing passionate readers, and as science teachers their goal was to produce passionate observers of nature. They wanted students to leave high school with a clear understanding of how the universe worked. Each secondary science course had three

components. The first was scientific knowledge which comprised the total of what they knew about how the universe worked. The second was the scientific process, and the third was the technical application.

Mr. Moyer stated that at the secondary level the science curriculum was sequential from the seventh grade up to the twelfth grade. Every graduate had a core of science including seventh and eighth grade science. Most students took laboratory science and biology. In the seventh grade students studied life science which include cell structure and function, organs and organ systems, sexual and asexual reproduction, genetics, drugs and their effects, diseases, and the defenses of the body. In the eighth grade they studied earth science which included potential and kinetic energy, atomic structure, chemical reactions, erosional forces and their effects, volcanism and mountain building, planetary astronomy, and meteorology. In the ninth grade they moved into laboratory science where they continued their study of physical science with a heavy emphasis on measurement and the use of laboratory equipment.

Mr. Moyer explained that the tenth grade studied evolutionary theory and a unit on family life. He indicated that 65 percent of their students went on to take a third science course. Students taking science for the gifted and talented in seventh and eighth grade would move on to the honors program at the high school level. They might skip laboratory science and go to honors biology in the ninth grade, chemistry in the tenth grade, physics in the eleventh grade, and an advanced placement course in their senior year. In addition to the regular courses, they offered a number of courses for special interests. These included physical science, applied science, aviation science in one school, earth science, environmental science, and horticultural science.

Mr. Moyer explained that their curriculum was focused on understanding basic science, understanding one's place in nature, and understanding laboratory principles. They had courses at all levels from advanced placement to special interests such as horticulture which was an applied science.

Mr. Check commented that when students entered junior high school they came with a wide range of content knowledge and laboratory experiences. However, they were all excited about science and doing science experiments. In the seventh and eighth grade programs students had a wide range of experiments to take part in. While they had teacher lectures and reading assignments, he felt that the lab work was the strength of the program. Some labs were designed to instruct students on the proper use of equipment. The other labs were designed in the true spirit of investigation. These were problem-solving or inquiry labs and were done in all levels of classes. The most complex problems were used to challenge the gifted and talented and the honors students. Students often got to design and conduct experiments. For example, they might design an experiment to show why the earth had seasons. Students designed and constructed balances to measure the mass of objects to the nearest

tenth of a gram. They had to design and construct a timing device that had to run for three minutes on its own and then stop by itself.

Mr. Check said they found that when students did work by investigation they remembered more. They started to accept some of the responsibility for their learning. They assumed responsibility for studying their text and for extending their knowledge by using the library and the lab report. In the best of instances, the teacher became a guide by using appropriate aspects of inquiry, and the classroom became a place to clarify and discuss. Because of the hands-on approach, Level 4 students were successfully mainstreamed into science classes. They had found that ESOL students were often quite successful in science. He felt that when students moved from junior to senior high school they had an excellent foundation in science.

Mr. Smetanick reported that two credits of science were required for graduation; however, 65 percent of the students in Montgomery County took three or more credits in science. The average enrollment in science was at about the 80 percent level. At Wootton, about 96 percent of their students took science at any given time. A recent survey indicated that 34 percent of their graduates ended up pursuing some kind of science related career. Providing a science program that was process centered was an important part of the high school experience in Montgomery County.

Mr. Smetanick said that the courses were divided into honors, advanced placement, and regular courses. They had a large array of course opportunities for students. They had honors and AP courses in biology, chemistry, and physics. In all of these courses they emphasized critical thinking skills, and there were opportunities for students to apply these skills. In AP programs they had both single period and double period courses, and their students did exceptionally well in taking the AP test. One problem that was developing was that students did not have sufficient time in single period AP courses. He commented that the laboratory was what made science unique. However, they had to look at compressing science into short periods of time. He pointed out that the AP biology test had a requirement of 12 labs, and in AP chemistry students had to keep their lab books. Many colleges were now looking at ways to ascertain whether students had had experiences in the laboratory environment.

Mr. Smetanick reported that the recent task force study had a survey about laboratory time. There was a lot of frustration among teachers because they believed there was an inconsistent appropriation of 03 moneys to instructional materials. In some schools, teachers did not have proper facilities because teachers were using English classrooms or art rooms for laboratory science. It might be 20 or 30 percent of the students in the school system in that category. Having up-to-date facilities and priorities in scheduling classes were two issues. Teachers were also concerned about class size. They questioned why English had a maximum of 28 and science had a maximum of 32 which made individual attention in a laboratory situation

difficult. It also raised concerns about lab safety.
Mr. Smetanick said there were concerns about teacher training and teacher retraining. It was comfortable and much safer for a teacher to lecture. He said that the schools with dynamic laboratory programs ofttimes had instructional assistants involved in maintaining labs.

Mr. Smetanick said that they were concerned with equity, equity between schools and equity of materials. Recently MCPS had opened Quince Orchard High School, and next year another high school would open. In the 20 years since the last high school had opened in Montgomery County, there had been a tremendous leap forward in technology. However, schools could not get equipment money unless it was replacement money or the school was getting a new addition. In the near future there would be a great inequity between the new schools and the older schools. He encouraged the Board to consider a four or five year plan to provide a package of equipment for an up-to-date high school program. He thanked the Board for their support of the science program and said they had a quality high school program.

Ms. Tigani stated that the extracurricular program was very important because it allowed a student to explore careers, demonstrate an ability to apply science knowledge, pursue interests in science, develop a competitive spirit, and have some fun with science. Montgomery County had a series of activities for both junior and senior high school students. Local schools had science clubs, and they had an active county-level program. The county program included the physics meet for hands-on activities, the Science Fair, the Science Fair Forum, and the Student Science Program. For Science Fair, they had as many as 500 students grades 7 through 12 participating. The two top students in the senior divisions went on to the International Science and Engineering Fair where they compete with students from all over the country. The Science Fair Forum started three years ago at Montgomery College, and this year 335 students participated. The Student Science Program was started many years ago in conjunction with the American Heart Association. The students attend four Saturday lectures and take a test to compete for ten $700 fellowships to work at N.I.H. or Bethesda Naval Hospital. This year 330 students were participating.

Ms. Tigani reported that there were lots of other programs. As many as 15 students worked with the Department of Defense to prepare projects for competition in science talent search programs. The Sharp Program at the Goddard Space Flight Center was for minority students and involved from four to eight students. The Sobel Fellowship was for minority students and one student from Montgomery County was invited to N.I.H. In addition, they had the Maryland Academy of Sciences program, the International Science and Engineering Fair, and the Get Away Special which developed projects for the space shuttle.

Ms. Tigani indicated that they had students from all over the county working with local scientists. They had students who had mentors

from government and business. They had an active field trip program as well as the Shadow Program. Students worked on special projects at the Smithsonian and the National Zoo. She could list 39 programs for students, but there were many, many more opportunities for students.

*Mrs. DiFonzo rejoined the meeting at this point.

Dr. Masci stated that as a former science teacher he visited science classrooms in the course of a year. He agreed that they needed more hands-on science experiences, but he thought they were doing a good job. The lab experience provided students with activities that were very interest-filled. At the junior high school, students were excited about science because it was a change from the normal classroom routine and gave them a chance to work with their hands and to work in groups with other students.

When he taught, Dr. Masci told students that science was basic. They talked about life and death, the environment, the universe, and the laws of nature. This was very appealing to young people. From an overall perspective, he thought that science was a real plus in the curriculum. There was an obvious relationship between science and math, and in the PROGRAM OF STUDIES it was specified that you could not take physics unless you had had Algebra 2. In chemistry it was strongly suggested that students have Algebra 2. He would like to have as much cooperation as possible between science and math with some interdisciplinary activities. It was his experience that there was more of this at the junior high level.

Dr. Masci reported that sex equity and minority achievement and participation were important. It was his experience that girls enrolled in science classes in great numbers all the way up to but not including physics. AP physics was a serious problem in terms of female enrollment. Upper level science courses had increasingly higher minority enrollments, but this was another area they needed to look at. They had to encourage students and support them. He said that Montgomery Village Junior High School has had an industrial arts science connection which he had tried to continue in the senior high school. He felt that they should look at this area and consider expansion of the program. He also felt strongly about writing across the curriculum and particularly in the science curriculum. At Gaithersburg they found that the superintendent's writing awards were given almost equally to English students and science students. Dr. Masci pointed out the number of internships that existed at the high school level. They had students working in hospital emergency rooms, in counseling, in physical therapy, at N.I.H., N.B.S., and in the offices of doctors, dentists, and veterinarians. He thought they could really be proud of their students, and he was pleased by the quality of instruction in the science program.

Ms. Crooks stated that she had attended MCPS for two years. Last year she had taken AP biology and this year she was taking AP chemistry. She became interested in science because of the lab work. At Gaithersburg, she had access to lots of equipment such as

computers and centrifuges. She reported that they had quizzes and tests which helped them to prepare for the AP test. When she took the AP test in biology, she felt that the test was easier than the classroom tests and received a five.

Dr. Pitt pointed out that at most universities and colleges Ms. Crooks would go into advanced work because of her grade on the AP test. He commended her for her high score.
Ms. Crooks said that she received help after school and during lunch. There were opportunities for internships, to attend science fairs, and to participate in science clubs. In AP biology it was required to have one activity outside of class. The AP courses gave students lots of responsibility and consequently she got papers in before the deadlines. She said that the AP classes had 25 or 26 students. Last year she was one of two black students, and this year she was the only black student in her AP class.

Ms. Hagan reported that at Banneker they used microcomputer-based laboratories. They used the computer as another piece of lab equipment to gain data in the science lab. The University of Maryland had provided them with the software for the program, and they had received a lot of support from the CRI. She demonstrated time graphs on the temperature of water and the temperature of the air in the Board room. When students did these experiments, the graphs were produced on the computer screen. This gave them an opportunity to experiment on their own and change the variables with the computer.

Ms. Nixon and Ms. Hagan described an experiment on whether stirring hot chocolate helped to cool the chocolate. Students found that stirring made little difference in the rate of cooling. This led them to other variations in using metal and plastic stirrers and deep and shallow cups. Ms. Hagan explained that they used this with all students from mainstreamed children to ESOL to gifted and talented.

Ms. Nixon showed the audience a laser disc program with an astronaut dropping a feather and a hammer on the moon. Ms. Hagan explained that they used the laser disc for many experiments. It stored about 55,000 pictures and was durable. The disc provided a large variety of information for the classroom. The discs were also available in Spanish/English versions. They had programs to interface the computer with the laser disc machine as well.

Dr. Shoenberg asked when they could expect to see the report of the science task force. Dr. Pitt replied that he had received the report which contained 25 recommendations. He had asked the group to prioritize these recommendations, and he had met with them to discuss their preliminary priorities. They would have one more session, but their number one priority was to look at the elementary science program. While they did have some good things going on in science in elementary schools, they needed a comprehensive curriculum. There was a question about whether the MCPS science curriculum held together well, and the suggestion was to have a small group look at what the elementary science curriculum ought to be. He would invite

the Board to the next review session. There was another major recommendation having to do with training. It was his impression that they had moved dramatically in the secondary science curriculum, especially in the use of the computer. A great deal of the computer use was to supplement the science curriculum to make it exciting and update the program. He would be coming to the Board with the report of the task force in the future.

Dr. Shoenberg commented that in looking at the materials in the section on technology, he recognized the considerable amount of time it took to produce these materials. He knew there were commercial packages that they could use, but some of these materials were produced by MCPS teachers. He was concerned about the availability of time and facilities to work on those, and he was also concerned about the degree to which they were exported to other schools and teachers. Ms. Hagan replied that a couple of years ago they had done a survey. One of the questions was whether technology had made their lives easier. For them, technology had not made their lives easier. The University of Maryland had been working with them, and they did have a network to exchange information with other teachers. In addition, they had been sharing information with Fairfax County and Prince George's County through the University of Maryland. The MBL programs were in ten different J/I/M level schools in the county.

Ms. Nixon added that this was done in conjunction with CRI. Banneker had two laser discs, one disc won as a prize by Ms. Hagan and the other donated by the PTA. One laser disc, five programs, and the interfacing program ran about $2,300. There were less expensive models available now, and about 10 schools had been able to purchase these laser disc machines on their own. CRI had supplied them with a computer.

Dr. Shoenberg remarked that from his experience, the introductory high school science courses seemed to be textbook courses in which the curriculum was the textbook. He was sure they were careful about the kinds of textbooks they selected, but many science textbooks were compendiums of any topic that anyone might want to include in a science course. They ended up providing very little on any one topic. He wondered how they dealt with the practice of teaching a course out of a textbook and without additional topics such as science and technology and society. He was wondering about the degree to which MCPS had textbook courses or courses that introduced students to significant societal issues involving science.

Mr. Moyer stated that there were curriculum guides for each of the science courses. They did not have a prescribed curriculum but did have a set of objectives with suggestions on how these might be implemented in the classroom. The teacher implemented these objectives through day-to-day lesson plans. Teachers depended heavily on their previous training. He agreed that there were problems with some textbooks; however, he thought this was much more serious at the Grade 7 and 8 level. MCPS did have an evaluation and selection committee which did the selection, and he believed they were getting the best textbooks available. They couldn't do much

about getting better textbooks until they convinced the publishers that they were serious about wanting different topics covered. To get science, technology, and societal issues into the curriculum they depended on teachers. The current curriculum did not give heavy weight to that because it was not an issue when the curriculum was developed about ten years ago.

Mr. Moyer reported that last summer they had seven teachers looking at the core of science instruction for Grades 7, 8, 9, and 10. They were attempting to get a single system rather than a series of four different courses which overlapped in many places. They wanted to look at the core courses very carefully to bring in activities underlying national issues. They were also piloting a new chemistry textbook entitled, CHEMISTRY FOR THE COMMUNITY. They were also looking at a curriculum in biology using agricultural topics, and this was at Damascus High School.

Dr. Pitt was not sure the question had been answered about teachers teaching out of textbooks. Mr. Smetanick replied that 25 years ago process-centered science was a big part of the curriculum. Because of falling test scores and under the guise of accountability, there was a much greater demand for content centered textbooks. Because of the textbooks, they were moving further and further away from process science, and science could not be a content centered course. However, most pen and pencil tests centered around content. For some teachers, it was easier to follow the textbook.

Dr. Shoenberg understood the issue of the AP test, and he did not think the AP people had done them a great service because of the test. He was raising the question about basic biology and basic chemistry. Mr. Smetanick replied that even in those instances, the books had become more and more content centered. Dr. Shoenberg inquired about the freedom that teachers had and how confining the curriculum was. Mr. Smetanick replied that about 10 or 12 years ago curriculum became much more confining. He thought that if they went into ten different biology classrooms today they would find the teachers within a week of one another as far as the topics being covered. This was happening because people selected textbooks to match the curriculum, and he thought it had become much more constrictive. Dr. Shoenberg remarked that the answer raised a serious concern.

Dr. Cronin indicated that he would hold a lot of his questions until the Board discussed the report of the task force. However, he would like to have the number of students in each course they offered, the number of men, the number of women, and the minority breakdown. He would like to know how the academic computing plan related to the science areas and updating equipment. He said he would come back to the issue of interaction in the classroom and the number of computers. He inquired about the availability of 03 funds in each school. Dr. Shoenberg suggested this information be per capita. Dr. Pitt commented that this was a very difficult question to answer because the school made decisions as to the allocation of these monies. Dr. Cronin explained that he would like to know where

schools were considering science in the priority structure. Dr. Pitt explained that this would vary from year to year. They had provided specific funds to support science projects and update equipment. Dr. Cronin suggested that staff explain the subtleties when they provided the information. Mrs. Praisner commented that it was not how funds were allocated, it was how they were used. Dr. Pitt said they had allowed discretionary use at the local school level. He suggested that a better study would be to look over a three-year period at any given school and see how those funds were spent. While they could not go back, they could start it this year and ask that principals supply a breakout for each category. Dr. Cronin explained that he was not asking that principals justify their expenditures. He was simply asking how they spent the money. Then they could look at strengths and weaknesses in programs.

Dr. Cronin asked for information on the numbers of instructional assistants in the science area. He would like to see whether there were discrepancies by school or by area. Dr. Pitt explained that, again, they allowed principals discretion in this area. Dr. Cronin asked if they were working to have teachers employed in the science area during the summer to update their skills. Mr. Moyer replied that there were some programs including programs at N.I.H. and N.B.S., and there were courses offered by colleges. This was not widespread because most teachers preferred to teach summer school. Dr. Pitt added that the Education Connection would like to explore this area.

In connection with Dr. Cronin's request for information, Mrs. Praisner was concerned about what they married this information with to draw conclusions. If they were saying there was a problem with the curriculum, she wondered how they were defining the problem and what was the problem they were trying to address. She wanted to know what they were measuring and how where they measuring this. She asked how they assessed the effectiveness of their science program and the measures used to assess this effectiveness. She hoped that the task force would address some of these issues. If they had a way to assess the quality, they could tell whether the lack of equipment or of 03 funding had some relationship to the lack of quality in a specific school.

Mrs. Praisner asked to see a list of what they defined as the equipment that should be at or materials that should be available to every secondary school. She asked whether there was a master list, a list of extras, and when was the last time they reviewed that list. For example, was the laser disc now a standard piece of equipment in all secondary schools or should it be. They had to address this question from a materials issue, from a school system financial support issue, and from a question of whether this was a discretionary decision that the principal and the staff had. She said they had to look at whether this was a capital budget issue as far as starting up a school, upgrading it, and maintaining it. When they talked about materials that were expensive, disposable, and highly sophisticated, a school system was hard pressed to stay with the pace especially when it was a large school system. In addition,

they had to be respectful of and pay acknowledgement to allowing teachers to have discretion and preferences as to materials selection. This got them back to the issue of rigid curriculum versus teacher-developed questions and flexibility. They had to discuss these issues when they asked for funds for the capital budget and the operating budget.

Dr. Pitt commented that Mrs. Praisner's remarks had covered all of the issues. He said that a variety of things were happening all at once and technology was advancing. The question was what did they put in schools, how soon did they put it, and how much did they put in schools because a lot of it was changing.

Mrs. Praisner said she would like some information on teacher training; however, she would provide her questions in writing. Mr. Goldensohn said he was concerned about the issue of class sizes in the science classroom. A 32-student class did not work in a science laboratory environment. It should be no larger than 28 and certainly could be smaller. Dr. Pitt responded that the average science classes were not 32. The maximum class size was 32, and the average class size was much closer to 25. Mr. Goldensohn commented that he was even more concerned that some science classes were being held in rooms not equipped for science. He asked for the number of classes being held under those conditions. If it were a one year variance because of an enrollment shift, that was a concern but not critical.

Ms. Nixon noted that she had taught for 30 years at the J/I/M level, and she pointed out that they dealt with every student in their school taking science. The Board had been talking about upgrading the elementary program and the senior high program. She asked that they not forget about the middle level program. Their teachers needed training, and they needed all of the things needed by the high schools. Dr. Shoenberg stated that one of the additional handicaps that junior high school science and social studies teachers had was that students could fail their courses with impunity. The Board had to address the issue of promotion at the middle level. He would raise this issue at a more appropriate time.

Dr. Pitt stated that there was no question that they needed to support all levels. In terms of curriculum, the top priority of the task force was to look at the elementary level curriculum.

Mrs. DiFonzo thanked staff for their presentation.

*Mr. Ewing joined the meeting at this point.

RESOLUTION NO. 556-88 Re: REAFFIRMATION OF BOARD POLICY ON THE EDUCATION OF GIFTED AND TALENTED STUDENTS

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

WHEREAS, On November 22, 1978, the Board of Education adopted a policy statement on the education of gifted and talented students; and

WHEREAS, Concerns have been raised about programs and opportunities for gifted and talented students, especially at the elementary school level; and

WHEREAS, On October 24, 1988, the members of the Board of Education reviewed the 1987 report of the superintendent's advisory committee on the education of the gifted and talented; a study by the Department of Educational Accountability, "Evaluation of Programs for Gifted and Talented Students: Replication of 1984 Classroom Observations"; the 1978 policy; and steps proposed by the superintendent to address issues that had been raised; and

WHEREAS, Board members agreed that the 1978 policy was still valid and appropriate and that the steps proposed by the superintendent addressed the program implementation issues; now therefore be it

RESOLVED, That the Board of Education reaffirms its policy on the education of gifted and talented students; and be it further

RESOLVED, That the Board of Education endorses the October 24, 1988, plan proposed by the superintendent to address the issues of gifted and talented education for elementary students; and be it further

RESOLVED, That the superintendent of schools be requested to publicize the Board's continuing commitment to the education of all gifted and talented students in the Montgomery County Public Schools.

Re: EXECUTIVE SESSION

Board members met in executive session from noon to 2:40 p.m. to discuss personnel issues, legal issues, and negotiations. *Mr. Park rejoined the meeting at noon.

*Mrs. DiFonzo and Mr. Ewing temporarily left the meeting at this point. Dr. Cronin assumed the chair.

RESOLUTION NO. 557-88 Re: APPROVAL OF INTRODUCTION TO COMPUTER USE COURSE FOR INCLUSION IN THE PROGRAM OF STUDIES

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

WHEREAS, The Board of Education on December 13, 1983, approved the policy on Instructional Uses of Computers (Resolution No. 995-83); and

WHEREAS, The above policy mandates that computer science curricula be

described in the MCPS PROGRAM OF STUDIES; and

WHEREAS, Staff has prepared the course description and objectives for the Introduction to Computer Use semester course and has conducted a two-year countywide pilot; and

WHEREAS, The Introduction to Computer Use course has been recommended by the Council on Instruction and the superintendent based on pilot results; now therefore be it

RESOLVED, That the Board of Education approve the Introduction to Computer Use course for inclusion in the MCPS Grades 9-12 Computer Science PROGRAM OF STUDIES as a basic core Category 2 course beginning with the second semester of the 1988-89 school year.

RESOLUTION NO. 558-88 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR PROJECT BASIC MAINTENANCE

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of $1,000 from MSDE for Project Basic Maintenance in the following categories:

	CATEGORY	AMOUNT
01	Administration	$ 925
10	Fixed Charges	75
	TOTAL	$1,000

and be it further

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

RESOLUTION NO. 559-88 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR THE BEVERLY FARMS DISRUPTIVE YOUTH PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of $2,500 from the Maryland State Department of Education, Division of CUSP, Disruptive Youth Funds, in Category 1, Administration; and be it further

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

RESOLUTION NO. 560-88 Re: PROCUREMENT CONTRACTS OVER $25,000

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

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

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

	AWARDEE(S)	
1-89	Office Furniture	
	Baltimore Stationery Company	$ 4,724
	Douron, Inc.	274,308
	Systems Furniture Gallery, Inc.	69,574
	TOTAL	$348,606
39-89	Magazine Subscriptions	
	Popular Subscription Service	$211,538
40-89	Building Materials	
	Allied Plywood Corporation	$ 2,304
	Anmat, Inc.	18,709*
	Boyer and Cramer, Inc.	4,970
	Channel Home Center's, Inc.	1,032
	Hudson Supply and Equipment Company	3,161*
	The Mann and Parker Lumber Company	11,990
	Metro Building Supply	14,319
	TOTAL	$ 56,485
42-89	Frozen Foods	
	Atlantic Food Service	$ 5,610
	Bagel Master, Inc.	2,505
	Carroll County Foods	25,180
	Granny's Kitchens, Ltd.	11,809
	Smelkinson/Sysco	44,751
	TOTAL	$ 89,855
43-89	Processed Meats	
	Carroll County Foods	$ 16,840
	Institutional and Industrial Food Spec.	23,612
	Don Lee Farms (Div. of Goodman Food Prd.)	3,120
	A. W. Schmidt and Son, Inc.	13,678

	TOTAL	$ 57,250
	State of Maryland Volume Purchase Agreement 28315 (for current and future computer equipment purchased during the 12-month contract period)	
	IBM Corporation	$ 43,908
	TOTAL OVER $25,000	$807,642

*Denotes MFD vendors

*Mr. Ewing rejoined the meeting at this point.

RESOLUTION NO. 561-88 Re: COMPLIANCE WITH THE ASBESTOS HAZARDS EMERGENCY RESPONSE ACT (AHERA)

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

WHEREAS, The Asbestos Hazards Emergency Response Act (AHERA) requires local school districts to begin implementation of the provisions of the Act; and

WHEREAS, Montgomery County Public Schools has begun and will continue to comply with the provisions of the Act; and

WHEREAS, Supplemental funding in FY 1989 is required to continue the asbestos management program required by the Act; and

WHEREAS, The following items have been identified as priority items for supplemental funding to support compliance with the Act; now therefore be it

RESOLVED, That the funding priorities listed below be approved by the Board for supplemental funding:

Items A and B	Provide for asbestos abatement work for construction and maintenance projects currently under contract or scheduled to begin in FY 1989 and for other AHERA-related work.	$2,030,000
Item C	Provide for one additional professional position for the asbestos program and purchase of equipment and supplies to support this activity.	$ 75,000
	TOTAL	$2,105,000

and be it further

RESOLVED, That the Board request from the County Council an emergency appropriation for the FY 1989 Capital Budget for $2,105,000 for

asbestos abatement; and be it further

RESOLVED, That the county executive be requested to recommend approval of this emergency appropriation.

RESOLUTION NO. 562-88 Re: ACCEPTANCE OF QUINCE ORCHARD HIGH SCHOOL

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

RESOLVED, That having been duly inspected on November 3, 1988, Quince Orchard High School now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 563-88 Re: ACCEPTANCE OF GAITHERSBURG JUNIOR HIGH SCHOOL

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

RESOLVED, That having been duly inspected on October 27, 1988, Gaithersburg Junior High School now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 564-88 Re: MONOCACY ELEMENTARY SCHOOL MODERNIZATION /ADDITION

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

WHEREAS, The following sealed bids were received on October 18, 1988, for the Monocacy Elementary School modernization/addition:

	BIDDER	BID	GYM ALT.
1.	Dustin Construction, Inc.	$2,416,700	$468,000
2.	Kimmel & Kimmel, Inc.	2,491,450	489,200
3.	Doyle, Inc.	2,505,428	432,750

and

WHEREAS, Dustin Construction, Inc., has satisfactorily completed numerous capital projects for MCPS; and

WHEREAS, Although this represents excellent bid activity, additional

funding is required to award the gymnasium addition, and to provide a modest contingency; now therefore be it

RESOLVED, That a $2,416,700 contract be awarded to Dustin Construction, Inc., for the Monocacy Elementary School modernization/addition in accordance with the plans and specifications prepared by Fox, Hanna, Architects/Planners; and be it further

RESOLVED, That an emergency supplemental appropriation of $547,800 is required to fund the gymnasium addition and provide a modest contingency, and that the contract with Dustin Construction, Inc., be amended to include this additional work, contingent upon additional funding; and be it further

RESOLVED, That the county executive be requested to recommend to the County Council that an FY 1989 emergency supplemental appropriation of $547,800 be approved to fund the Monocacy Elementary School modernization/addition.

RESOLUTION NO. 565-88 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. 566-88 Re: DEATH OF MRS. ALICE MAGERS
SPECIAL EDUCATION BUS ATTENDANT
AREA 3 TRANSPORTATION

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

WHEREAS, The death on October 26, 1988, of Mrs. Alice Magers, a special education bus attendance in Area 3 Transportation, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Magers was a loyal and competent employee for over fifteen years; and

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

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

RESOLVED, That this resolution be made part of the minutes of this

meeting and a copy be forwarded to Mrs. Magers' family.

RESOLUTION NO. 567-88 Re: DEATH OF MS. MARY F. SHANNON
SECONDARY COUNSELOR
WALT WHITMAN HIGH SCHOOL

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

WHEREAS, The death on November 2, 1988, of Ms. Mary F. Shannon, a secondary counselor at Walt Whitman High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the more than twenty-six years that Ms. Shannon had been a member of the staff of Montgomery County Public Schools, she had developed good communication and rapport with students, parents, and staff; and

WHEREAS, Ms. Shannon's experience and competency added a special dimension to the total guidance and school program; now therefore be it

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

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

RESOLUTION NO. 568-88 Re: DEATH OF MS. BRENDA Y. WOODS, BUILDING SERVICE WORK LEADER III ON PERSONAL ILLNESS LEAVE FROM MAGRUDER HIGH SCHOOL

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

WHEREAS, The death on October 9, 1988, of Ms. Brenda Y. Woods, a building service work leader on leave from Magruder High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the over thirteen years that Ms. Woods was employed by Montgomery County Public Schools, she took pride in doing a good job and furthering her career; and

WHEREAS, Ms. Woods continually adjusted to any new work situation, doing whatever needed to be done to maintain the standards of the school system; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Ms. Brenda Y. Woods and extend deepest sympathy to her family; and be it further

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

*Mrs. DiFonzo rejoined the meeting at this point and assumed the chair.

RESOLUTION NO. 569-88 Re: PERSONNEL APPOINTMENT

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 appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Debra L. Tipton	Employee Assistance Counselor BEMW, Inc. Bethesda, MD	Employee Assistance Specialist (part-time) Department of Employee Assistance Effective: 11-11-88

*Mrs. Hobbs joined the meeting at this point.

RESOLUTION NO. 570-88 Re: PRESENTATION OF PRELIMINARY PLANS SHERWOOD HIGH SCHOOL MODERNIZATION

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

WHEREAS, The architect for the Sherwood High School modernization has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Sherwood High School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the Sherwood High School modernization prepared by Strang and Samaha, Architects.

Re: ANNOUNCEMENT

Mrs. DiFonzo welcomed Mrs. Catherine E. Hobbs, Board member-elect, to the table. Dr. Cronin extended congratulations on their election to Mrs. DiFonzo, Mr. Ewing, and Mrs. Hobbs.

RESOLUTION NO. 571-88 Re: PRESENTATION OF PRELIMINARY PLANS JOHN F. KENNEDY HIGH SCHOOL AUDITORIUM/GYMNASIUM

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

with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg voting in the affirmative; Mrs. Rafel being temporarily absent:

WHEREAS, The architect for the John F. Kennedy High School auditorium and second gymnasium has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The John F. Kennedy High School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the John F. Kennedy High School auditorium and second gymnasium prepared by The Maguire Group, Architects.

For the record, Mrs. DiFonzo pointed out that MCPS normally did not air-condition gymnasiums. However, the second gymnasium was being created from the existing auditorium which was already air-conditioned.

RESOLUTION NO. 572-88 Re: UP-COUNTY SPECIAL PROGRAM

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

RESOLVED, That the Board of Education instruct the superintendent to proceed as outlined in his December, 1987 report to the Board concerning the feasibility study for an up-county math/science program; and be it further

RESOLVED, That the feasibility study include comments made by the members of the Board of Education during the November 10, 1988, discussion on this subject; and be it further

RESOLVED, That the superintendent provide the Board with annual reports as to the compilation of statistics and data that he has collected in this process.

Re: BOARD MEMBER COMMENTS

1. Mr. Goldensohn congratulated Mr. Ewing on his receipt of the John Dewey Award which would be presented by the Montgomery County Federation of Teachers on Friday, November 11.
2. Mr. Goldensohn reported that the Board had received a letter from a woman who had received her G.E.D. diploma through Adult Education. The woman was 80 years old, and he was pleased to hear of her success.
3. Mr. Goldensohn pointed out an Associated Press article stating that private school enrollment was rising as public school enrollment declined. The article pointed out that MCPS had dropped 14.5 percent over the last ten year period. While this was correct, it was not a complete picture. If one looked at the last five years, enrollment was rising and the projection was up.

4. Mr. Ewing congratulated Mrs. DiFonzo and welcomed Mrs. Hobbs to the Board table. He looked forward to working with Mrs. Hobbs in the future.
5. Mr. Ewing thought it was important for the Board to consider having a public discussion about the issue of asking the state to allocate money in substantial dollar sums for construction and construction-related activities from the $400 million state surplus. He would make a motion under new business.
6. Mrs. Praisner extended congratulations to Kevin Keegan at Rockville High School. The RAMPAGE had won the Marylander Award in the category for student newspapers.
7. Mrs. Praisner reported that the recent copy of the Pennsylvania School Boards Association booklet contained an article on Quince Orchard High School and Montgomery County.
8. Mrs. Praisner asked about what might be involved in their reviving Future Teachers of America clubs within the county. She thought it was time to look at that because if they could do something about that it would help to share the information that teaching was an honorable profession.
9. Mrs. Praisner stated that AASA had a booklet out on flexibility and school-based management. She had asked Ms. Bahr to order copies for Board members.
10. Mrs. Praisner reported that the Maryland Association of Boards of Education had been working on the issue of funding of school construction. They were developing a unified position on how the surplus could be used for additional school construction funding.
11. Dr. Cronin noted that several recommendations from the Villani committee were ready and asked when the Board would receive either an interim report or the final report. Dr. Pitt indicated he would respond shortly.
12. Dr. Shoenberg said he would be interested in knowing whether the Villani committee was addressing the question of promotions. If they were not, he would like to have from the superintendent some kind of a summary of the policy on promotion in seventh and eighth grades and what their practices were. He would also like to know whether the superintendent thought that particular issue was ripe for discussion.
13. On behalf of the staff, Dr. Pitt welcomed and congratulated Mrs. Hobbs. He congratulated Mr. Ewing and Mrs. DiFonzo on their re-election.
14. Dr. Pitt reported that there had been considerable concern expressed about his capital budget recommendations. He had recommended going to middle schools which impacted the 4-5-6 program for highly gifted in Area 2. His general recommendation was to go to a 4-5 program, but he was concerned about young people in this program who thought the program would be for three years. He asked a small group of parents to get together with him to talk about possibilities.

RESOLUTION NO. 573-88 Re: EXECUTIVE SESSION - NOVEMBER 21, 1988

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

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

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on November 21, 1988, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more 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. 574-88 Re: MINUTES OF OCTOBER 11, 1988

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

RESOLVED, That the minutes of October 11, 1988, be approved.

RESOLUTION NO. 575-88 Re: ACT-SO (Afro-Academic, Cultural, Technological and Scientific Olympics)

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

WHEREAS, The National Association for the Advancement of Colored People (NAACP) has sponsored, on a national basis since 1976, a youth-development program called ACT-SO, an acronym for Afro-Academic, Cultural, Technological and Scientific Olympics that provides opportunities for black youths to compete and achieve in 22 academically-related fields; and

WHEREAS, During the last three years nearly 300 Montgomery County youth have participated in ACT-SO with the assistance of the Montgomery County Chapter of the NAACP and many MCPS staff; and

WHEREAS, Through the partnership of NAACP and MCPS staff, many students are provided with coaches, mentors, and counselors in subject areas that extend beyond their regular classroom assignments; and

WHEREAS, The superintendent and the members of the Board have supported ACT-SO activities by disseminating information on the program throughout the school system; now therefore be it
Resolved, That the superintendent of schools and the members of the

Board of Education commend the Montgomery County Chapter of the NAACP and MCPS staff members for ACT-SO efforts which support Priority II efforts; and be it further

Resolved, That the superintendent of schools and members of the Board extend congratulations to Alisa Ogonji, 1987 national gold medal winner in architecture, and John Newsome, 1988 national bronze medal winner in classical instrumental music.

RESOLUTION NO. 576-88 Re: UPDATE OF BOARD HANDBOOK

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

WHEREAS, On September 10, 1985, the Board of Education approved A HANDBOOK FOR THE MONTGOMERY COUNTY BOARD OF EDUCATION; and

WHEREAS, The handbook requires updating because of recently adopted policies of the Board of Education; and

WHEREAS, By Resolution No. 550-88, dated October 24, 1988, the Board requested that the handbook be included in Section B of the POLICIES AND REGULATIONS HANDBOOK: and

WHEREAS, Staff has reviewed and updated the Board handbook; now therefore be it

RESOLVED, That the Board of Education approve the updating of A HANDBOOK FOR MONTGOMERY COUNTY BOARD OF EDUCATION (as amended); and be it further

RESOLVED, That the superintendent be requested to issue this update as part of Section B of the POLICIES AND REGULATIONS HANDBOOK as soon as possible.

RESOLUTION NO. 577-88 Re: BOE APPEAL NO. 88-25 (TRANSPORTATION)

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

RESOLVED, That BOE Appeal No. 88-25 be dismissed based upon the appellant's oral request.

RESOLUTION NO. 578-88 Re: BOE APPEAL NO. 88-31 (STUDENT TRANSFER)

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

RESOLVED, That BOE Appeal No. 88-31 be dismissed based upon the fact that appellants are not pursuing the appeal after having received due notice of intention to dismiss.

Re: NEW BUSINESS

Mr. Ewing moved and Dr. Cronin seconded that the Board of Education schedule a discussion and take action on a motion to request substantial sums for school construction and construction-related activity for MCPS from the State of Maryland's anticipated $400 million plus surplus.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Update of Initiatives for Special Education
4. Annual Report of the Office of the Board of Education
5. Cost Analysis of Programs for Preschool Handicapped Children
6. Minority-, Female-, or Disabled-owned Business (MFD) Procurement Report for the First Quarter of FY 1989
7. Monthly Financial Report

Re: ADJOURNMENT

The president adjourned the meeting at 4:10 p.m.

PRESIDENT

SECRETARY

HP:mlw