

of the Board, with the clear understanding that he will seek to consult all Board members about the agenda for Board meetings, and would seek to open up the agenda-setting process to all Board members, and will seek a more fully collegial mode of operation of the Board than has been the case over the past year."

Re: PRESENTATION BY DR. PITT

On behalf of the Board, staff, and students, Dr. Pitt presented Mrs. DiFonzo with an engraved gavel. He expressed his appreciation for her work, her support, and her involvement. He especially thanked her for having been available when needed.

Re: STATEMENT BY DR. CRONIN

Dr. Cronin made the following statement:

"For myself, the key issue that the Board faces this year and in future years will be the funding of whatever budgets that we have. Admittedly the fiscal positions are not particularly bright, and yet the issues that are in front of us don't go away. We must convince the Council, the executive, the governor, and the Legislature that the funding needs are, indeed, critical to the education of our children. We must obviously have more money from the state in terms of a capital budget. And we must fund the essential needs of the school system. Those needs are apparent to us. They include the day care issue. It goes through early childhood, the strength of the education children have K-6 or K-5 in most instances, the emergence of the middle school as a critical transition stage to high school, the excellence of the program we have in high school. There is a multitude of issues which become an element of Board discussion and of the future budgets, both capital and operating.

"For myself, from past experiences, I will not use the chair as an instrument of my own personal objectives. I see the chair as a facilitator. I see the need for this Board to act as a unit based on at least four votes, but considering issues and concerns of every Board member. Therefore, I will look to continue the way Mrs. DiFonzo conducted her presidency, collegial, open, honest, and trying to develop a sense of community at this table which radiates out into the school system.

RESOLUTION NO. 612-88 Re: BOARD AGENDA - DECEMBER 13, 1988

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

RESOLVED, That the Board of Education approve its agenda for December 13, 1988, with the addition of a 15 minute discussion item on school construction and state funding.

Re: ART, K-12 CURRICULUM

Mr. Richard Pioli, director of the Department of Aesthetic Education, explained that the K-12 art curriculum was one of eight programs for which his department was responsible. The program was based on a philosophy of aesthetic education which distinguished it from the traditional way that art was taught in public schools. Traditional skills in a variety of art media were taught to elementary and secondary students, but since 1976 MCPS had placed an emphasis on the skills of impression as well as production. In addition, they had included art history at all grade levels. They also refined skills in using criteria for the evaluation of art. This philosophy of art education was validated and adopted by the Maryland State Board of Education three years ago. On March 30, 1987, the State Board of Education passed the fine arts by-law which mandated this broadened aesthetic education approach to arts courses at the elementary and secondary level. The presentation would show how the MCPS blended production, aesthetics, art history, and criticism.

Ms. Irene Glaser, elementary art supervisor, showed Board members a slide/tape presentation on the art curriculum. This was shown on back-to-school night to let parents know what the art program was about. She explained that they had an arts guide which included the scope and sequence of the program and flexible lessons beginning with a discussion period of criticism, aesthetics, and art history. The teacher then explained the production session. When the lesson was completed, there was an opportunity for a critical look at what the students had accomplished.

Ms. Gloria Green, art teacher at East Silver Spring and Weller Road, showed the work that first grade students had done in illustrating a story using water colors. In the lesson, she covered vocabulary including such words as "illustration," "illustrator," "primary" and "secondary" colors. The purpose of the lesson was to explain that some artists were illustrators who created design and pictures to explain what was happening in a story. In her classroom, she had many photographs and reproductions of art on display. She taught children to work together as a team and instructed them in the proper care and use of art supplies. After the lesson, the children worked as a team to clean the art room. For the next lesson, the students' artwork was displayed on a bulletin board. This gave students an opportunity to discuss what they had learned and what they tried to do.

Ms. Barbara Sterling, art teacher at Garrett Park and Maryvale, reported that for one lesson she taught print making to first and second graders. She showed the children a reproduction of Rousseau's work, and the children mixed water colors to create green and brown for the jungle. After the children had visited the zoo with their classroom teacher, they incised a printing plate with a drawing of a big mammal. They inked the plate and printed it. In the process, they learned that in printing the print was repeated and the image was reversed. The second graders walked through Garrett Park and made prints of Victorian architecture. In the fifth grade, they talked about Cubism and used Picasso's art to look at African masks. These lessons interfaced with the work in the regular classroom where

students were studying grids and intersecting points in math. They enlarged a small drawing using their math skills. The students recreated the Picasso painting, but they had to use small squares to fit together to form the picture. The students did not know what picture they were copying or where their blocks fit in the picture. The result contained perfect matches and not so perfect matches. The final part of the lesson was an evaluation of how well the children had met their objectives.

Mrs. Geraldine Meltz, principal of Rolling Terrace ES, commented that her own art education was a disaster; therefore, she was late in learning to appreciate the world of art. She was impressed by the experiences that children in Montgomery County were having in art education. The art curriculum was a challenging and sophisticated one. It had enough flexibility so that the individual creativity of children and teachers was taken into account. For example, this week she saw kindergarten and first grade students translate their experiences with scarves and movement into painting. The second and third graders worked with lines and strips to create paintings which were inspired by Mondrian. The fourth graders worked on relief structures of ships which fit into their work on Maryland. The upper grades worked on totems and masks from the American, European, and African cultures which showed the commonality of this kind of artwork.

Mrs. Meltz remarked that art was important for children who had difficulty expressing themselves verbally. These were not only children who did not know the language but many children who lacked the skills to express themselves in verbal ways. She felt that the quality of the art teachers was outstanding. They had to be sensitive to children, knowledgeable about the world, and able to create art.

Mrs. Meltz said there were problems because the art room was the first room to go when the building got crowded. They did not have much preparation time for art, clean up time or planning time. She felt that art education worked in Montgomery County, and it was not an add-on, it was a vital part of a well-rounded education.

Mr. Emil Hrebenach, secondary art coordinator, commented that since the turn of the century, art education had taken a variety of approaches ranging from mechanical drawing to drawing from sculptures to aesthetic education and interrelating the arts. Their current program of instruction incorporated several of these approaches. Because art was an idiosyncratic form of education, the methods of instruction varied to fit the needs of the students.

Mr. Hrebenach said they would look at art education from the point of view of the teacher and the point of view of the student. The student was interested in naturalism, in making their art work look real. They were interested in understanding something about abstraction. In order to help them arrive at this understanding, teachers discussed ideas for projects, discussed themes, and presented specific skill exercises. These had to do with perceptual development, proportion, human anatomy, composition, linear

perspective, color, and form. These exercises were applied in the traditional art forms of drawing, design, painting, print making, sculpture and crafts.

Mr. Hrebenach explained that from the teacher's point of view, the student also needed to develop critical judgment skills. They introduced art history with each lesson. They built a vocabulary by engaging students in art talk. By doing this, students arrived at a criteria for assessing their work and the work of others. As a support, the teacher had a series of instructional guides and a bank of activities suggesting ways to provide instruction to meet the needs of individual students. These included performance objectives and assessments geared to learning levels.

Mr. Hrebenach reported that at the high school level they had 19 courses in three groupings. The fundamentals of art was their only Category 1 course and was prerequisite to a series of general art courses. The studio art courses were sequential, and students worked in all art forms and at a higher level as they progressed through the program they began to specialize. Art history and the art culture courses were general electives. The student looking at art as a possible career might consider commercial art courses including courses that would introduce the student to layout, typography, illustration, and interior design. That student was also encouraged to study photography, drawing design, and art history. If students were identified as being more proficient at three dimensional work, they were encouraged to select ceramics, sculpture, and creative crafts.

For the gifted and talented, Mr. Hrebenach said they had an AP course in studio art. In these classes, a student could prepare a portfolio in drawing or in general art. The student might qualify for placement in the visual arts center which is also extended into a summer program. All students had information about opportunities to compete either locally or nationally.

Ms. Karen Grossman, art teacher at Banneker Middle School, reported that the sixth grade level had a print making unit on West African symbols. Students experimented with these symbols to develop their own patterns. Students also studied Egypt and created a stamp by carving an eraser. In the eighth grade, students studied native Americans and did sand paintings and made up stories using the Navajo symbols. Students also studied Henry Moore and used a block of plaster to create their own touch stone. This was a personal statement which they took home.

Ms. Carol Ayotte, art teacher from Gaithersburg High School, reported that they had 23 art classes, almost 700 students taking art, and five art teachers. Their classes ranged from 30 to 34 students. She shared samples of student work showing how they incorporated the state goals. For example, students decided to make a social statement about drug usage, and in class they talked about the social commentary of the 1930's and the WPA period. This year at Gaithersburg, they had two classes in AP art history. She showed the

Board a painting a student had done of the dying Niobe and read the essay the student had written. At Gaithersburg, they did a lot of computer art and had a strong photography program.

Ms. Ayotte reported that the students were writing a photography history. Each student studied a photographer who had worked in the last 150 years, prepared a report and a visual, and presented this report to their class in an oral presentation each Friday.

Dr. Jerome Lynch, principal of Wood Middle School, reported that as an intern at Rockville High School he had learned about the value of the art program. In the middle school, the art program gave students an opportunity to balance their day. They had students in traditionally organized classes, and in the sixth grade all students took art on a nine week rotation. It was the one place where they were getting a different look at the social studies and science curriculum because a lot of teachers were working to integrate their programs. It gave the students an opportunity to express themselves. Dr. Lynch stated that the art program was the one place in the school where he could totally integrate students. He had a level four program and the auditory program, and the art program was a perfect way to get students together. As a result, they had gotten more leadership of a different style from those quiet students through the art program.

Dr. Lynch explained that for years they had thought that art was not on the same par as the other classes. However, when he visited art classes he found more attention being given to teaching of higher order intellectual skills and dealing with the "affect" than he did in other classes. It was also the one place where a student did not know how he or she was going to do when they walked into the class. They were their own limit in this class because their work was not affected by reading level or math ability. He remarked that the arts program was a yeast in the cake and it made the student's day rise. It also gave him opportunities to display art work and to give students immediate feedback. He did support arts in his school.

Ms. Tracey Halverson, Walt Whitman student, shared two examples of her work. She had taken art because she had to fulfill an art requirement, but now she was aiming for a B.F.A. in art in college. She said that when she walked into an art class there was a specific atmosphere because the teacher wanted every student to feel successful. Her first painting was of an underground room at Whitman, and she had tried to paint an old chair in the storage room.

Ms. Halverson reported that her art classes gave her an opportunity to interact with people she would not have interacted with in other classes. In her classes, there were athletes, merit scholars, dancers, and people who might have dropped out of high school had they not had success in art. Her second painting was a self portrait. She had been studying the history of portraits from the beginnings in Egyptian art, to realistic portraits, and to impressionistic paintings. Everyone looking at her portrait played a role in finishing the painting in their minds. She emphasized that

the greatest thing about the art department was the opportunity for success for anyone. In addition, many people had the opportunity to know what they wanted to do with the rest of their lives. She felt lucky because she now knew what she wanted to do.

Ms. Glaser commented that for both the elementary and secondary art program they provided teachers with curriculum guides which were developed by MCPS teachers. The individual schools were responsible for providing textbooks, art reproductions, supplies and materials. She and Mr. Hrebenach conducted regular observations of teachers and instructional programs. They had two half-day countywide in-service meetings per year, and in addition, there were voluntary afterschool meetings for teachers. They did have special training for new teachers as well as presentations for principal interns. They also provided for countywide exhibits of student work. In addition, they were responsible for overseeing summer programs including the Visual Art Center. They served on the Tapestry Council and provided support for that program.

Mr. Hrebenach reported that in the early 1900's the first textbooks appeared and these were published by the manufacturers of crayons. For years, they had no textbooks because the emphasis was on production. They were now in a revival period where textbooks were going to be their big need and focus. However, only a percentage of their middle and senior high school teachers had textbooks as a daily resource. Another direction was the computer hooked to a laser disk for art history. This technology could be connected to interactive television so that more students could have access to AP art history. There were opportunities for students to test their skills as a potential arts in the Visual Arts Center, but they needed a larger and more centrally located facility to reach all the students in the county. This would be for fine arts and commercial arts.

Mrs. Praisner asked about the difference between art history and art and culture courses. Mr. Hrebenach replied that art and culture was really art appreciation and was designed for the student who had to meet the graduation credit requirement and did not want to get too immersed in studio activities. Art history was a sequential study of major periods and schools making up the history of art. Mrs. Praisner asked if this course was focused on western art, and Mr. Hrebenach explained that it varied depending on who was teaching it. Advanced Placement Art History would include western and eastern art.

Mrs. Praisner recalled that the Board had had discussions on the quality of textbooks, and she wondered whether this was an issue in art. Mr. Hrebenach replied that in recent years they had better texts coming out, and the quality was adequate and getting better. Ms. Glaser added that the elementary textbooks were of excellent quality for art history and aesthetics, but these texts were written for classroom teachers and the production aspect was terrible. However, the art history part matched up with the curriculum.

Dr. Shoenberg asked about the numbers of high schools offering art history and art and culture. Mr. Hrebenach replied that this

semester there was only one art history course being taught and one art and culture course in one high school. They did have AP art history at Gaithersburg High School. He explained that it was a challenge to teachers to start preparation for a new course. Teachers were only required to have one or two art history courses, and they had to seek information and techniques to present such a course. The course required a set of textbooks which were expensive as well as a good bank of slides and reproductions. The start-up cost at Gaithersburg was \$3,000 for the two courses.

Dr. Pitt stated that cost was one factor in starting up a course. He said they had to talk about the cost in relation to the people available to teach the course. Any new program took time to get it moving in schools. He thought they should go slow in implementing this program so that they were assured of quality. Mr. Hrebenach added that several schools had advertised the courses but did not get sign-ups to offer the courses. For this reason, they had talked about interactive television as a way of offering these courses. Dr. Pitt agreed that the potential was great because they could have a quality teacher offering these courses to students in several different locations.

Dr. Shoenberg remarked that every time he heard from art teachers he was more and more impressed with the way in which so many curricular elements got integrated in art courses. He wished there were some way to bring the public of the county to understand the centrality of aesthetic concepts and aesthetic production as a mode of communication which was subject to the same sort of analysis as verbal or other sorts of symbolic communications and which really deserved and needed to be on an equal footing. He was periodically angered by a public that saw art in the public schools as a frill that they could do away with. He thought that staff must operate under intense frustration because of the notion that what they did was somehow secondary, and it was not. It was a primary mode of human communication.

Dr. Shoenberg asked if there were situations where art teachers were able to work with teachers of history, literature, or science to bring into those classrooms materials from the world of art. Ms. Grossman replied that she had spent the last two Saturdays at the Walters Gallery in Baltimore to help integrate social and political aspects of other courses. Mr. Hrebenach added that there was a clear connection with the biology classes and the human skeleton as well as with the industrial arts program. Ms. Ayotte commented that the demand for their time was far greater than they could give the other departments. They did try to cover foreign language and English classes. They felt it was important for students to see the art teachers in an academic setting.

Dr. Cronin raised the issue of toxicity of certain art materials. He asked if they alerted teachers to the hazards of art. Dr. Pitt replied that MCPS had won an award for this. Mr. Hrebenach showed a chart listing safety rules, and in addition they had a number of publications to alert teachers on hazards. He thought that they were

cleaner now than any school district in the country. They had de-emphasized the use of any kind of solvents. Very little oil painting was being done, and students were using water-based acrylic paint. They were carving very little in stone, but it was asbestos free. Plaster was the only dust they tended to generate, and every secondary school had a spray booth. Their kilns were also retrofitted with exhaust hoods so that no fumes escaped.

Dr. Pitt recalled that about four years ago environmentalists raised the issues of art education across the country. There were some concerns raised in Montgomery County, and MCPS had worked on those concerns. Two years ago a report came out about art in the schools, and MCPS was seen as a model for being aware of environmental concerns.

Mrs. DiFonzo reported that students had complained that while they were removing toxic substances, they were being limited in their selection of colors in paints and glazes for pottery. She asked whether this was a severe limiting factor. Mr. Hrebenach replied that he saw it more as a challenge to being creative rather than a limiting factor. Some of the best artwork in the world was produced with a single color plus black and white. There were some limitations, but teachers were becoming oriented to the fact that they needed to emphasize the process more so than the end product. Mrs. DiFonzo asked about "engaging students in art talk." Mr. Hrebenach explained that this was another name for art criticism. This was a field in itself and was used as a way of getting more out of the art work. It was a way of getting multiple interpretations and put painting in the category of poetry. A good poem could be interpreted in many ways by different people. They tried to give students an insight into how to analyze a painting and to make inferences as to themes and messages and to make connections with historical events.

Mrs. DiFonzo observed that she was in and out of a lot of schools and had occasion to go into a lot of art rooms. Quite frequently she was at a loss as to what it was that the instructor was trying to achieve when she looked at some of these projects. Last spring when she had attended the art show at Einstein, there was a whole series of really bizarre paintings. For example, she asked what they were trying to achieve with the touchstone project. Ms. Grossman replied that students were studying abstract art and the work of Henry Moore. Students were asked to make a personal statement in their introduction to carving. To request students to do something realistic at the sixth grade level would be very frustrating. Mrs. DiFonzo asked about grading this project. Ms. Grossman explained that all students did a self-evaluation which she then graded. Each project was divided into concept and design, craftsmanship and technique, and participation in class.

Mr. Goldensohn remarked that they had had a lot of presentations on curriculum. This was the only one that was colorful, beautiful and inspiring. He thanked staff and Ms. Halverson for their

presentations. He was concerned about limited art teaching staff, and five art teachers at Gaithersburg trying to help other teachers was a very tight schedule. At the elementary school level, he was concerned about "art on a cart" and about providing a designated room for that art teacher.

In regard to the availability of the advanced art classes, Mr. Park thought it was interesting to have 65 students at one school and having trouble finding people to sign up for the course at another school. He wondered whether it was publicity or the teacher. He thought there were students at different schools who would be interested in such a course if they started earlier in getting these students interested. Ms. Grossman felt that the integration of art history in the J/I/M schools was very important here. She thought that students were seeing art more in terms of history than in-class projects. Ms. Glaser added that they were doing more with art history at the elementary school level. Dr. Pitt commented that they were trying to add elementary school art teachers which would have an impact on the future.

Mrs. Hobbs stated that Ms. Ayotte had mentioned 30 to 34 students in a class, and she would think that the noise level as well as elbow space would make it difficult. Ms. Ayotte agreed and noted that they had to accept at least 32 students. The demand at their school was such that the teachers agreed they would rather have a few extra students and cover the demand. It was crowded because they had space for only 30 students. Mrs. Hobbs asked if they were charging all students for art supplies at the secondary level. She wondered what they did when they had a student who couldn't afford the art fee. Ms. Ayotte replied that if she had a student who was on free lunch or had other problems she took the student aside and asked if they could help out in the classroom in lieu of paying the fee. There was no penalty to those who could not pay. Dr. Pitt added that with every program where there was a charge they tried to provide the resources when students could not pay.

Dr. Cronin thanked staff for their presentation. Dr. Pitt said he would add his particular thanks to the teachers.

Re: POLICIES NOT COVERED BY THE PRE-K TO
GRADE 12 POLICIES

Dr. Shoenberg moved and Dr. Cronin seconded the following:

WHEREAS, On September 14, 1988, the Board of Education discussed 10 selected policy items that are not specifically covered by the newly adopted Pre-K to Grade 12 Policies and identified those items that the Board might wish to continue as separate policy statements; and

WHEREAS, One of the items that the Board of Education identified dealt with student recognition; and

WHEREAS, The Board of Education agreed that the carry-over might be combined in a single policy statement with other existing Board

policies relating to student honors and recognition; and

WHEREAS, The superintendent is recommending the adoption of a combined policy statement; now therefore be it

RESOLVED, That the following policy statement, "Honors and Recognition," be adopted; and be it further

RESOLVED, That Resolution No. 431-62, September 10, 1962, "Honor Rolls and Honor Societies," be rescinded since its content is incorporated in the new policy statement.

HONORS AND RECOGNITION

A. Purpose

To stimulate improved student performance and learning through a comprehensive program of honors and recognition

B. Process and Content

1. Board of Education Recognition

- a. The Board of Education recognizes students' outstanding achievements and honors these achievers as part of regular business meetings or at special student and employee recognition meetings.
- b. Persons in schools, offices, and the community are asked to notify the Board whenever they become aware that a Montgomery County public school student is deserving of recognition because of an outstanding achievement.
- c. The superintendent, in cooperation with the Board's staff, shall develop the necessary rules and procedures to implement this recognition program and to make students and staff aware of it.

2. Individual School Recognition

- a. Honor Rolls and Honor Societies
 - 1) The Board of Education recognizes the value of honor societies and honor roll lists and encourages their establishment at the middle level and senior high schools.
 - 2) The operation of honor societies shall be in accordance with administrative regulation.
- b. Other Recognitions and Incentives
Each school should establish opportunities for recognizing student achievements in academic, athletic, and extracurricular activities.

C. Review and Reporting

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

Policy History: Adopted by Resolution No.

Note: Prior to Resolution No. , a portion of this topic was governed by the following: Adopted by Resolution No. 431-62, September 10, 1962; amended and reformatted by Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986.

Board members suggested wording changes in the proposed policy and asked that it be rephrased for adoption on January 10.

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 12:10 p.m. to 2:10 p.m. and discussed personnel issues. *Mr. Ewing joined the meeting during executive session.

Re: ANNOUNCEMENT

Dr. Cronin reported that Mr. Thomas S. Fess, ombudsman/staff assistant to the Board of Education, was in the hospital with a heart attack. Cards and letters would be appreciated.

Re: BOARD/PRESS/VISITOR CONFERENCE

The following individuals appeared before the Board:

1. Susan Vogelsang, Oak View ES PTA
2. Vincent Foo, MCCSSE, speaking for MCEA and MCAASP as well

RESOLUTION NO. 613-88 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Mr. Goldensohn seconded by Mrs. Praisner, 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. 614-88 Re: EXTENSION OF SICK LEAVE

On recommendation of the superintendent and on motion of Mr. Goldensohn seconded by Mrs. Praisner, 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
Holt, Laurie	Bus Operator Long Term Leave from Area III	10

RESOLUTION NO. 615-88 Re: DEATH OF MRS. SALLY A. COX, BUS OPERATOR IN AREA 3 TRANSPORTATION

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

WHEREAS, The death on November 4, 1988, of Mrs. Sally A. Cox, a bus operator in Area 3, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the very short time Mrs. Cox was able to work for Montgomery County Public Schools, she demonstrated competence as a school bus operator; and

WHEREAS, Her pleasant personality and friendly manner in dealing with the children made her a valued employee of the school system; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mrs. Sally A. Cox 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. Cox's family.

RESOLUTION NO. 616-88 Re: PERSONNEL TRANSFERS

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

RESOLVED, That the following personnel transfers be approved:

TRANSFER	FROM	TO
Stephen Berry	Assistant Principal Walt Whitman HS	Assistant Principal Watkins Mill HS Effective: 1-30-89
Patricia Foster	Assistant Principal Springbrook HS	Assistant Principal Watkins Mill HS Effective: 7-1-89

RESOLUTION NO. 617-88 Re: AMENDMENT TO THE POSITION CLASSIFICATION AND PAY PLAN

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

WHEREAS, As part of the established procedure for reviewing and revising the position classification and pay plan, the superintendent has recommended the change described below; and

WHEREAS, It is desirable to establish and maintain positions at an equitable and competitive pay level; now therefore be it

RESOLVED, That the classification and pay plan revision proposed below be approved:

Establish a new classification of Supervisor, Safety and Environmental Health Programs, pay grade O (\$53,745 minimum - \$63,470 maximum). The current position of Safety Program Coordinator, pay grade N (\$49,875 minimum - \$58,387 maximum) will be assigned to the new classification.

RESOLUTION NO. 618-88 Re: SUBMISSION OF AN FY 1990 GRANT PROPOSAL FOR A FOREIGN LANGUAGE TEACHER TRAINING PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1990 grant proposal for approximately \$122,300 to the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended, which funds International Research and Studies Program for the purpose of developing specialized materials that will assist teachers in developing skills in proficiency-oriented foreign language instruction using peer coaching model training; and be it further

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

RESOLUTION NO. 619-88 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR THE LEADERSHIP TRAINING J/I/M PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$10,000 from MSDE, Division of CUSP, Disruptive Youth Funds, for the FY 1989 Leadership Training Program in the following categories:

CATEGORY	AMOUNT
01 Administration	\$ 9,432
10 Fixed Charges	568

TOTAL	\$10,000

and be it further

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

RESOLUTION NO. 620-88 Re: FY 1989 SUPPLEMENTAL APPROPRIATION FOR
EMERGENCY IMMIGRANT EDUCATION PROGRAM

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1989 supplemental appropriation of \$226,414 from MSDE under the Emergency Immigrant Education Act in the following categories:

CATEGORY	POSITIONS*	AMOUNT
02 Instructional Salaries	6.0	\$160,400
03 Other Instructional Costs		18,878
10 Fixed Charges		47,136

TOTAL		\$226,414

* 2.0 Teacher (C-D)
2.5 Therapeutic Counselor, Grade 20
1.5 Office Assistant, Grade 9

and be it further

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

RESOLUTION NO. 621-88 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

WHEREAS, It is recommended that Bid No. 54-89, 3/4 Ton Van, be rejected due to lack of competition; and

WHEREAS, It is prudent that purchase orders be placed immediately after award for Bid No. 65-89, School Bus Purchase and Financing, rather than wait until final budget approval in May 1989, to assure delivery of 24 new buses prior to September, 1989; and

WHEREAS, This course of action for the purchase of school buses is similar to that taken in prior years and allows for normal

seven-to-nine months lead time for delivery; now therefore be it

RESOLVED, That Bid No. 54-89, 3/4 Ton Van, be rejected; and be it further

RESOLVED, That the purchase orders for Bid No. 65-89, School Bus Purchase and Financing, be placed immediately and be it further

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)	
55-87	Tire Retreading - Extension Lehman's Tire Company, Inc. \$ 65,000
34-89	Automotive Supplies Billingsley Parts and Equipment \$ 12,042* Clarksville Auto Parts Inc. 782* County Engine Shops 1,850 District International Trucks 94,987 Ditch, Bowers & Taylor, Inc. 25,000 Estes Fleet Service Company and Supply Co. 4,000* General Fleet Service Co. 574 Heavy Duty Parts, Inc. 73,000 Heinick Motors 4,547 Johnson and Towers Baltimore, Inc. 5,750 K & M Supply, Inc. 15,000 Northern Virginia Supply, Inc. 67,000 The Rockmont Motor Company, Inc. 1,200 ----- TOTAL \$ 305,732
36-89	General Music Classroom Instruments Drums Unlimited, Inc. \$ 3,655 Lyons Band Division 837 Music and Arts Center, Inc. 5,697 Rhythm Band, Inc. 30,597 Suzuki Music Corporation 4,523 The World of Peripole, Inc. 1,157* ----- TOTAL \$ 46,466
47-89	Industrial Arts Drafting Supplies Brodhead-Garrett Company \$ 5,900 Tom Carpenter and Associates, Inc. 194 Dietzgen Corporation 14,381 Maryland Blueprints Company, Inc. 1,066 Modern School Supplies, Inc. 4,279 Pacific Engineering and Industrial Supply 1,279 Visual Systems Co., Inc. 5,565* ----- TOTAL \$ 32,664

53-89	Heavy Equipment, Tractor and Mower Parts	
	Gaithersburg Ford Tractor Company	\$ 90,000*
	Gladhill Brothers	27,000
	Harrington and Sons	8,500
	Lanham Cycle and Turf Equipment Company	27,900
	N & S Sales Rentals, Inc.	10,000
	D. W. Ogg Equipment Company	15,000

	TOTAL	\$ 178,000
55-89	Motor Vehicles, Pick Up Trucks, and Vans	
	Beltway Ford Truck Sales, Inc.	\$ 67,012
	Curtis Chevrolet, Inc.	59,237
	Norris Ford	210,754

	TOTAL	\$ 337,003
65-89	School Bus Purchase and Financing	
	First Continental Financial Corporation	\$ 52,716
	Patco Distributors, Inc.	885,926*

	TOTAL	\$ 885,642
66-89	Cafeteria Disposable Supplies	
	Acme Paper and Supply Company, Inc.	\$ 39,629
	Calico Industries, Inc.	3,328
	S. Friedman and Sons, Inc.	28,510
	Kahn Paper Company, Inc.	340,604
	Monumental Paper Company	90,012

		\$ 502,083
	TOTAL OVER \$25,000	\$2,352,990

* Denotes MFD vendors

RESOLUTION NO. 622-88 Re: GRANT OF TEMPORARY SLOPE EASEMENT TO
THE MONTGOMERY COUNTY DEPARTMENT OF
TRANSPORTATION AT CANDLEWOOD ELEMENTARY
SCHOOL

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

WHEREAS, The Montgomery County Department of Transportation requires a temporary slope easement at the Candlewood Elementary School, in conjunction with the improvement of Osprey Drive to approved county standards; and

WHEREAS, The widening and reconstruction of Osprey Drive will require a change in the existing grade of the road, necessitating temporary rights within 16,369 square feet of land along the school's frontage for the purpose of transitioning grades within the school site to the

new roadbed; and

WHEREAS, All construction, restoration, and future maintenance will be performed at no cost to the Board of Education because the Montgomery County Government and contractors will assume liability for all damages or injury; and

WHEREAS, The grading within the easement area will be coordinated with the school so that actual construction will not affect school programming and recreational activities; and

WHEREAS, All rights within the temporary construction area will be extinguished at the completion of construction of the road; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a Slope Easement Agreement to make appropriate grade transition from Osprey Drive to Candlewood Elementary School.

RESOLUTION NO. 623-88 Re: CABLE TELEVISION EQUIPMENT AT VARIOUS SCHOOLS

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

WHEREAS, Sealed bids were received on November 30, 1988, for cable television equipment to be installed at 17 schools with the bid amounts indicated below:

BIDDER	BID AMOUNT
NCS Industries, Inc.	\$128,817.75
Anixter Chesapeake	\$140,968.00

and

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

WHEREAS, NCS Industries, Inc., is a reliable company; and

WHEREAS, The low bidder met all requirements of the specifications; now therefore be it

RESOLVED, That a contract for \$128,817.75 be awarded to NCS Industries, Inc., for cable television equipment at various schools.

RESOLUTION NO. 624-88 Re: EAST SILVER SPRING ELEMENTARY SCHOOL ADDITION

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

WHEREAS, The following sealed bids were received on November 3, 1988, for the East Silver Spring Elementary School addition:

BIDDER	BASE BID
1. Hess Construction Company, Inc.	\$ 932,000
2. Smith & Haines, Inc.	984,900
3. N. S. Stavrou Construction Company, Inc.	995,000
4. Doyle, Inc.	1,034,109
5. The McAlister-Schwartz Company	1,034,783
6. Northwood Contractors, Inc.	1,053,000

and

WHEREAS, The low bid is within staff's estimate and funds are available; and

WHEREAS, Hess Construction Company, Inc., has satisfactorily performed MCPS projects in the past; now therefore be it

RESOLVED, That a \$932,000 contract be awarded to Hess Construction Company, Inc., for the East Silver Spring Elementary School addition in accordance with plans and specifications prepared by Thomas Clark Associates, Architects.

RESOLUTION NO. 625-88 Re: ACCEPTANCE OF NEW HAMPSHIRE ESTATES
ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on November 30, 1988, New Hampshire Estates Elementary 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. 627-88 Re: CONTRACT AWARD FOR VARIOUS MAINTENANCE
ITEMS

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

WHEREAS, Sealed bids were received on November 2, 1988, from qualified vendors for various maintenance projects in accordance with MCPS procurement practices; and

WHEREAS, All bids are within staff estimates and within the budget for these items, and copies of bids 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:

BIDDERS	BID PRICE
1. Carpeting and Accessories for Various High School Auditoriums	
LOW BIDDER: Commercial Carpets of America	\$51,170.89
2. Overhead Rolling Door	
LOW BIDDER: Overhead Door Co. of North Wash.	8,850.00
3. Poured Urethane Gymnasium Floor	
LOW BIDDER: Martin Surfacing, Inc.	14,500.00
4. Combination Oil/Gas Burners	
LOW BIDDER: Tate Engineering, Inc.	19,420.00

RESOLUTION NO. 628-88 Re: AMENDMENTS TO FY 1990 CAPITAL IMPROVEMENTS PROGRAM (CIP)

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

WHEREAS, Subsequent to the adoption of the FY 1990 CIP by the Board, staff has completed asbestos removal cost estimates for modernization and addition projects for FY 1989 and FY 1990 modernization and addition projects as shown on the following; and

WHEREAS, It is necessary to amend the FY 1990 CIP to reflect individual project costs for asbestos abatement; now therefore be it

RESOLVED, That the Board amend its FY 1990 CIP to request additional construction funding as FY 1989 supplemental or FY 1990 construction funds for modernization and addition projects as shown below; and be it further

RESOLVED, That the county executive be requested to recommend approval of these actions to the County Council.

FY 1990 MODERNIZATION AND ADDITION PROGRAM
ASBESTOS REMOVAL ESTIMATES

SCHOOL	PROJECT	FY REQUESTED	ASBESTOS REMOVAL ESTIMATE
Broad Acres ES	Addition	1989	\$ 87,000
Burnt Mills ES	Addition	1990	20,000
Cabin John MS	Restoration	1990	75,000
Churchill HS	Gym & Space Convs.	1990	25,000
Cresthaven ES	Addition	1989	100,000
Einstein High	Addition - Gym	1990	15,000
E. Brooke Lee MS	Addition	1990	20,000
Kennedy HS	Addition - Aud/Gym	1990	72,000

Key MS	Restoration	1990	60,000
Olney ES	Add./Modernization	1990	204,000
Richard Montgomery HS	Renovation	1990	92,000
Sherwood HS	Modernization	1990	277,000
Sligo MS	Modernization	1990	652,000
Stedwick ES	Addition	1990	30,000
Westbrook ES	Modernization	1989	599,000
Whetstone ES	Addition & A/C	1990	400,000
White Oak IS	Modernization	1990	554,000

	TOTAL		\$3,282,000

Re: WORKS OF ART FOR WATKINS MILL HIGH
SCHOOL

Mrs. Praisner moved and Mr. Ewing seconded the following:

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 required 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 agreements subject to County Council approval:

ARTIST	WORK	COMMISSION
Marcia Billig	Bas-relief	\$20,000
Craig English	Mural	\$20,000
Tara S. Holl	Stained Glass	\$16,000
C. Z. Lawrence	Stained Glass	\$20,000
Evelyn Rosenberg	Main Lobby Treatment	\$36,000
Lorraine Vail	Courtyard Environment	\$75,000

and be it further

RESOLVED, That the County Council be requested to approve the above commissions to the indicated artists.

Dr. Shoenberg assumed the chair.

Re: A MOTION BY DR. CRONIN TO DIVIDE THE

QUESTION (FAILED)

A motion by Dr. Cronin to divide the question failed for lack of a second.

Dr. Cronin assumed the chair.

RESOLUTION NO. 629-88 Re: WORKS OF ART FOR WATKINS MILL HIGH SCHOOL

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

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 required 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 agreements subject to County Council approval:

ARTIST	WORK	COMMISSION
Marcia Billig	Bas-relief	\$20,000
Craig English	Mural	\$20,000
Tara S. Holl	Stained Glass	\$16,000
C. Z. Lawrence	Stained Glass	\$20,000
Evelyn Rosenberg	Main Lobby Treatment	\$36,000
Lorraine Vail	Courtyard Environment	\$75,000

and be it further

RESOLVED, That the County Council be requested to approve the above commissions to the indicated artists.

(Dr. Cronin and Mrs. DiFonzo explained that they were abstaining because of the courtyard environment art, and Mrs. Hobbs said she was voting in the negative for that reason, too.)

RESOLUTION NO. 630-88 Re: RECONSIDERATION OF COURTYARD
ENVIRONMENT ART FOR WATKINS MILL HIGH
SCHOOL

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

RESOLVED, That the Board of Education reconsider the courtyard environment art for the Watkins Mill High School as awarded in Resolution No. 629-88.

RESOLUTION NO. 631-88 Re: POSTPONEMENT OF AWARD OF AGREEMENT
FOR COURTYARD ART FOR WATKINS MILL
HIGH SCHOOL

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

RESOLVED, That the Board of Education postpone consideration of an award of agreement for courtyard art for Watkins Mill High School until the superintendent reviews the proposed artwork.

RESOLUTION NO. 632-88 Re: EARLY RETIREMENT INCENTIVE PROGRAM

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

WHEREAS, On April 22, 1985, the Board of Education approved an Early Retirement Incentive Program from July 1, 1985, to June 30, 1987; and

WHEREAS, On May 12, 1987, the Board of Education extended the Early Retirement Incentive Program from July 1, 1987, to June 30, 1988; and

WHEREAS, On May 23, 1988, the Board of Education extended the Early Retirement Incentive Program from July 1, 1988, to July 1, 1989, and directed the superintendent to provide an in-depth analysis of the Early Retirement Incentive Program by November 1988; and

WHEREAS, The Board of Education has received and discussed the REPORT ON THE EARLY RETIREMENT INCENTIVE PROGRAM prepared by the Department of Educational Accountability; and

WHEREAS, The Memorandum of understanding Between the Montgomery County Education Association and the Montgomery County Public Schools established the Joint Implementation and Review Committee to make recommendations on the status of the Early Retirement Incentive Program; and

WHEREAS, In its December 9, 1988, memorandum the Joint MCEA/MCPS Early Retirement Incentive Program Committee, joined by representatives from the Montgomery County Council of Supporting

Services Employees and the Montgomery County Association of Administrators and Supervisors, recommended that the Early Retirement Incentive Program be continued beyond the expiration date of July 1, 1989; now therefore be it

RESOLVED, That the Early Retirement Incentive Program currently in effect be continued to July 1, 1991; and be it further

RESOLVED, That this program be effective for MCPS employees retiring through July 1, 1991; and be it further

RESOLVED, That the Early Retirement Incentive Program cover all MCPS employees equitably (with the exception of the present superintendent of schools who will be excluded from coverage); and be it further

RESOLVED, That greater efforts be made to publicize the Early Retirement Incentive Program within MCPS.

Re: SUPERINTENDENT'S REVIEW OF OPTIONS FOR
ELEMENTARY FOREIGN LANGUAGE PROGRAMS

Dr. Pitt reported that the directions he had received from the Board were relatively flexible. The Board had asked him to explore certain possibilities including immersion. He was very strongly in favor of trying to introduce foreign languages at the elementary level. However, if they did not do this in some way that was cost effective, they would end up with a pilot situation. He was interested in starting a program with a potential for being spread around the school system and not limited to a very few youngsters. In regard to immersion, Dr. Pitt said it was a good program. The cost at the school level was low; however, unless the immersion program was only going to affect the students in that school, the transportation costs were significant. Transportation costs were already scheduled to go up in the county. This was one of his concerns.

Dr. Pitt was suggesting they had a couple of elementary school pilots to see whether they could be cost effective. He explained that a pilot was experimentation, and he was sure schools would come up with ideas to modify the program.

Dr. Pitt reported that they had decided to start with grade three or four because of the cost. Secondly, if they went with any pilot, they should do it in such a way that the youngsters in the pilot would have an opportunity to articulate through the system with that language. In addition, he wanted to try a pilot in a place where there was less opportunity such as magnet schools. Therefore, he thought there should be a pilot in either French or Spanish in Area 3. They favored Spanish, and this could be articulated to any school in Area 3 because it was already in the middle and high schools. Dr. Pitt said there had been changes in television including the potential for interactive television and the development of video cassettes. One model would have an itinerant teacher three days a week and television. It would cost some money initially for the

television, but there was a potential for expansion with little increase in cost. The video tapes could be reused and even sent home.

It seemed to Dr. Pitt that there was a tremendous interest in Oriental languages and people in industry and business thought that learning an Oriental language was important. They had looked at Chinese and Japanese instruction for five days a week. They believed they could get into the television part later, and they thought it should be in Area 2 because the languages were being taught there. He would look at the Rockville area because Julius West MS offered Chinese. In addition, four high schools in Area 2 offered Chinese. This did not mean that they could not have other Oriental languages in the future.

Dr. Pitt explained that they wanted schools to volunteer to pilot these programs. He thought there would be schools wanting to participate in this experimentation. His personal goal was to try to introduce the potential for foreign languages. He said that the Montgomery County schools were advanced in many ways but limited in their foreign language programs for young children.

Dr. Shoenberg asked if there models in the country similar to those being proposed from which they could get some technical assistance. Dr. Mimi Met, coordinator of foreign languages, replied that television option was not much in use right now. Most of the video tapes depended on only the video tape to deliver instruction. These were really not language programs in the sense that they had an articulated and sequenced set of language learning objectives. They tended to have exposure to language as an objective. However, staff would investigate what materials they had available. As far as Oriental languages, there were a few school systems that had been working with these languages in elementary schools. Staff would contact these systems.

Dr. Shoenberg asked if there would be a point in considering an immersion program for a school if the drawback was transportation costs in bringing in students from other schools. For example, the school itself would decide it wanted to be an immersion school. They had had tremendous success with the immersion magnet program in the Blair Cluster, and he asked if they could consider doing this. Dr. Pitt agreed that they could explore this, but the problem was this was not a program they could put children in arbitrarily. It should be a voluntary program. Dr. Shoenberg said he would like them to explore an immersion program in ways that would minimize transportation costs, such as pairing schools. Dr. Pitt said they could look into this.

Dr. Met commented that this was a policy decision rather than an instructional decision. Having it in one school worked equally as effectively as bringing children in from other schools. Dr. Shoenberg recalled that initially there were high costs for library materials, textbooks, and so forth. Dr. Cronin noted that they would have to be sensitive to the location because they had capped the Oak

View program. There was a possibility of going up into Area 3 to avoid competition with the other program.

Dr. Shoenberg asked if the two pilots would involve all students participating in the program. This would be a part of the curriculum. Dr. Pitt agreed. Dr. Met added that this would include all students at all ability levels. Dr. Pitt commented that he would want to involve special education youngsters in that school. In regard to student evaluations, Dr. Shoenberg asked if there were modes of evaluation that one could use that were less threatening to people who did not take readily to this thing. He did not know why one should ask this question about foreign language and not ask it about art or music or mathematics. Dr. Met replied that this was a major problem in the entire field. Valuable and reliable instruments were very scarce, and when they were available they often did not match the objectives of the program.

Mr. Ewing suggested that they avoid a situation where a parent might say he sent his child to the school and didn't know the child was going to study Chinese. The child flunked Chinese and got held back a grade. He said they had to figure out how to avoid that and make this part of the pilot. He was delighted with the proposal and the underlying direction. He was happy to see that both the superintendent and staff were supporting the notion of elementary foreign language not only for students who were presumably interested but for everyone. He was convinced that if Swiss children and Japanese children could learn a foreign language at an early age, so could American children. He was a very enthusiastic supporter of this; however, he thought it was important for them to continue to pursue the possibility of another immersion program.

Mr. Ewing said that in regard to the pilots, the questions in the report were good questions. The report also stated that extension to FY 1991 would depend on the answers to these questions. This suggested to him that they expected to be able to obtain reasonably good answers to all of those questions in the course of one year. This struck him as being tremendously ambitious. He suggested these might be two-year answers.

Dr. Pitt explained that they had put it in that way so that the potential would be there, but he agreed it might take longer. He said that pilots in Montgomery County were not perceived as pilots. Pilots should be an experiment, and he was not sure this was going to work. At the end of six months, they might end up saying that they needed more time to make those judgments. It might well be they should say it was a two-year pilot.

Mrs. Praisner commented that she was excited by the prospects that were in the paper. She was concerned about insuring that they develop programs that had within them some success or some possibility for longevity and success. She recognized some of the rationale associated with community support and system support for using Chinese and the location of the Chinese language programs in many schools. However, if they looked at the information the Board

was given, they would note that Japanese had been available in the county since 1974. In one high school, it existed into the fifth level of the language. From personal experience, she could speak to the success of students taking the language at Whitman and Paint Branch. She could also speak to the quality and depth of that program. When they eliminated the J/I/M enrollment, they were running a program for more students in two schools than the Chinese enrollment at four schools. The Chinese enrollment did not go beyond the third level. She had a concern about focusing totally on Chinese at this point and not piloting Japanese at the same time. It seemed to her they needed to give both languages the same level of support in order to do the evaluation that would tell them if they should proceed with one or the other. She was worried about putting a lot of assumptions on one pilot in Chinese at an elementary level and not also piloting Japanese as well. She thought that other school systems might be using more Japanese than Chinese. She would also like to see a two-year pilot because student desire to participate more than one year in a program was an important level of an assessment of whether the program was going to succeed.

Mrs. Praisner thought it was well worth the money to add a pilot in Japanese at the elementary level and doing an assessment of both of those. In other words, they would do three pilots but for a two-year period. If it was not in the budget, she would move it when they came to budget time.

Dr. Pitt recalled that there had been a big debate about this. He had tried to stay with two programs because he wanted to keep the budget costs low. He thought that the idea of a two-year pilot made a lot of sense. The questions would be costs and the strain on people in terms of how they evaluated and worked with it. He was excited about the potential of technology in teaching a language. They did want to give the opportunity to an Oriental language. He had made the decision to go with two programs rather than three because they thought they had the resources to do two well. If the applications worked, they could be extended to other languages.

Mrs. Praisner explained that she was not arguing that it was a choice of Japanese or Chinese. They were talking about two languages, and she thought they needed more experience with both languages. They needed these languages for a longer period of time in order to do the kind of assessment they needed. She suggested they might consider using two different models for Japanese and Chinese.

Dr. Pitt said they considered French or Spanish because of the potential to use technology. They could not do the technology with either of the Oriental languages at this point in time. Dr. Cronin commented that if Mrs. Praisner made the motion he would second it. He thought this was a possibility of breaking some insularities, and European students tended to have introductions to other cultures because of boundary situations.

Dr. Shoenberg asked about the form of Chinese they would teach, and Dr. Met replied that they would teach Mandarin. Dr. Met explained

that this was the official language of China, and it was also the Chinese taught at the secondary level in MCPS. Dr. Shoenberg said they had a desire to make all of their language programs more oriented toward language competency. For example, Spanish was a language students were likely to have occasion to speak. He did not know where Mandarin Chinese was spoken and whether it was a common dialect. Dr. Met said it was her understanding that if a student learned Mandarin Chinese would have more opportunities to use that variation than any other dialect they could offer. Dr. Shoenberg indicated that he would like to know more about that, and Dr. Met agreed to look into this.

Dr. Vance commented that there was a rapidly expanding Chinese population in the county. They had eight Saturday and Sunday Chinese centers in schools. When he toured the schools, the students were being taught in Mandarin exclusively.

Dr. Cronin asked about staffing and certification implications for finding language teachers, especially in Chinese and Japanese. Dr. Pitt said that because they would be starting with a pilot in Chinese they probably didn't need to worry much about certification in terms of a part-time person. He thought there would be people in the community who would give MCPS some support on a volunteer basis.

Mrs. DiFonzo reported that several months ago she had discussed her preferences with Dr. Pitt. She would go with Chinese or Japanese. She noted the position that Japan had in terms of technology and world trade. China was now opening, and there were so many millions of Chinese speaking the language. She was delighted to see this particular proposal. She knew that Japanese had three different alphabets, and she wondered how they handled that at the secondary level. She asked if students were taught calligraphy or all three alphabets. Dr. Met explained that students learned the characters, but they also learned other systems until they could make the full transition to characters as quickly and as efficiently as possible. She said that one of the advantages of teaching elementary students to read and write in a language using a non-Roman alphabet was that they did not have to worry about the sound-symbol system interfering with skills they have already developed in their native language.

Mrs. DiFonzo asked about the impact of these languages on library books. This issue had come up repeatedly at Oak View. Dr. Met thought it would have some impact but not nearly the extent that it had in the immersion program where students were expected to use resource materials for research, for writing reports, for pleasure reading, etc. In this program, reading would be another tool available to students. They would not expect students to do a science report in Japanese. Mrs. DiFonzo asked if there would be a heavy emphasis on the spoken language. Dr. Met replied that they would emphasize oral communication skills and culture.

Dr. Cronin was concerned that much of their language program was oral rather than written. He would like to see more accent on writing. He thought they were losing literacy in a lot of different areas

including English. Dr. Met replied that in their new PROGRAM OF STUDIES they had equal emphasis on all four skills. This was being piloted now.

Mr. Goldensohn assumed that the pilots would have no impact on the current FLES program. Dr. Pitt replied that there would be no impact because they were only talking about two schools. If this were to work, he might have a different answer. Mr. Goldensohn asked if all students in the pilot schools would be involved in the language, and Dr. Pitt replied that this was their intent. Mr. Goldensohn commented that for an elementary school this would be a sharp departure. Dr. Pitt said they would start with one grade level in a volunteer school. Mr. Goldensohn pointed out that there might be some families that did not want their children to participate.

Dr. Shoenberg remarked that students already studied a foreign language, and it was called mathematics. Mr. Goldensohn noted that mathematics was taught at every grade, and everyone was used to that. All he was saying was that if they said every second grader in School A was to take a foreign language, they would get some resistance. Dr. Pitt said it was their judgment that it would not be a major issue with the school. If it became a major issue, they would have to deal with it. He would want to pick a school where most parents were interested in participating. Mr. Goldensohn asked if they could think of a pilot where every student in a grade was involved. Dr. Pitt replied that they had done this. He explained that at this point this was not a policy decision for the Board. That would come up if they decided this was a program to be initiated in the schools. Dr. Shoenberg stated that one of the objects of education was to make people comfortable and conversant with a whole variety of symbol systems. The English language was one of those as well as mathematics, art, and other languages. He thought a school system or a particular school should require students to study another language because it was part of their educative role in trying to give people flexibility in dealing in a variety of symbol systems. He agreed that this was not something they were used to, and because they were not used to it they had some trouble with the notion of its being required. European school children were very used to it, and it was required for them. It seemed to him to be a reasonable effort on the part of the MCPS to bring its population to a stage where they would be used to this. Mr. Goldensohn agreed with Dr. Shoenberg's remarks. However, he was suggesting there had not been nearly enough survey study to get the feel of what the community wanted to do.

Mr. William Clark replied that pilots involving all students included ISM, reading/language arts, social studies, and science revisions. Mr. Ewing said he would add the Latin program at Rolling Terrace which was now mandatory for all students there. It had not raised objections. He thought that the pilot was a good idea because it would permit them to make adjustments along the way.

Dr. Cronin asked if they would have more information on the program prior to the budget. Dr. Pitt explained that the Board would be asked to vote on the program, but they would not have much more

information by budget time. Mr. Ewing asked where this left them with the matter of another immersion program. Dr. Pitt replied that he had not intended to add another immersion program to the budget. If the Board wished that to happen, they would have to give him that direction.

RESOLUTION NO. 633-88 Re: SCHOOL CALENDAR FOR 1989-90

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

WHEREAS, The establishment of school terms by the County Board of Education is required by state law; now therefore be it

RESOLVED, That the proposed school calendar for 1989-90 be adopted.

RESOLUTION NO. 634-88 Re: REMOVING LONGMEAD SUBDIVISION
REASSIGNMENT FROM THE TABLE

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

RESOLVED, That the reassignment of the Longmead Subdivision tabled on November 22, 1988, be removed from the table.

Re: BOARD ALTERNATIVE ON LONGMEAD
SUBDIVISION STUDENT REASSIGNMENT

Dr. Shoenberg moved and Mr. Park seconded that the Board alternative assigning Longmead students south of the Inter-County Connector from the Sherwood Cluster to the Kennedy Cluster be substituted for the superintendent's recommended assignment.

RESOLUTION NO. 635-88 Re: AN AMENDMENT TO THE BOARD ALTERNATIVE
ON LONGMEAD SUBDIVISION

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

RESOLVED, That the proposed resolution on Longmead Subdivision be amended to allow Longmead Subdivision students in Grades 5, 7, 8, 10, 11, and 12 the option of attending assigned Kennedy Cluster schools, if they so desired.

For the record, Dr. Shoenberg stated that Mr. Ewing and others had been quite clear and articulate in expressing the points that he would make. One particular point that Mr. Ewing made that he would underline was the double-edged sword that they had of encouraging peoples' loyalty and identification with particular schools and then finding it increasingly necessary to make changes that require them to shift loyalties. It was very difficult to do, and he understood

that feeling very well. In this particular case, he thought they needed to go ahead and do something as far as moving some portion of this community into the Kennedy Cluster because it was part of a larger effort which was entirely consistent with their Q.I.E. policy which they would be remiss if they did not attend to to the degree that they can. The community's clear preference was not to move, but if they have to move, to move as a unit rather than what they see as a rather arbitrary dividing line. Therefore, of the actions he saw as possible for them to take, the one that they have before them at the moment seems to be the best one to take.

For the record, Mrs. DiFonzo stated that it had been pointed out by others before her, that they were facing a long, long road ahead of them of changing boundaries. The reality was that almost anybody who moves into this county was not going to be able to be guaranteed that they were going to be going to a particular elementary, junior high, or high school at least while they were in this incredible period of very dynamic growth. Elizabeth Spencer used to sit on this Board, and she had lived in her home without moving, and during that time her children had gone to three or four different elementary schools, two different junior highs, two different senior highs, and as of this past September her boundary would be changed yet again to send her children to a third senior high school. So without ever having moved, that house in Gaithersburg has had a variety of school attendance patterns. Not because the Board was trying to be arbitrary, capricious or make the Spencer family schizophrenic, but because the Board was responding to the growth, and that is where we are now.

Mrs. DiFonzo said they had received a number of letters and had heard testimony from the folks at Longmead who talked about not quality integrated education but the quality of education. She felt reasonably secure in telling them that the quality of education that youngsters were going to get in the Kennedy Cluster was in her judgment every bit as good as what they would get in the Sherwood cluster. Bob Shoenberg has youngsters who could attest to that. Their success has certainly shown that. There were some comments made last night at the table that perhaps if the boundaries were not changed that Sherwood Elementary would be in a position to get some goodies, a full time counselor, additional secretarial support. From her reading of the enrollment data there, even if Longmead were withdrawn, with only one more year at least in terms of assistant principal, they would be eligible for an assistant principal in two years, numberwise, a full-time counselor and certainly numberwise, the additional secretarial help. So she did not see that Sherwood Elementary was being hurt in services by withdrawing the Longmead youngsters.

Mrs. DiFonzo remarked that when the boundary recommendations were made and boundaries were set in March, she would like to make some additional comments then about potential feeder patterns. She would not make those comments now, but it was something that she felt strongly about, and she hoped to make those comments at that time.

It was her bottom line that she was not thrilled with the idea of pulling any youngsters, any families or any neighborhoods out of their existing feeder pattern. But she was also realistic enough to recognize that it had to be done. When she looked at no change, she did not see that as being a viable option. When she looked at the superintendent's recommendation, she could see certain advantages to it, but she thought that the alternative before them provided them with keeping the community together which was what she heard them saying repeatedly and still helped them to address the growth and the overcrowding in the Sherwood Cluster and, of course, the Q.I.E. policy. She would be supporting the alternative before them.

RESOLUTION NO. 636-88 Re: LONGMEAD SUBDIVISION REASSIGNMENT FROM
THE SHERWOOD CLUSTER TO THE KENNEDY
CLUSTER

On motion of Dr. Shoenberg seconded by Mr. Park, 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. Hobbs voting in the negative:

WHEREAS, On November 22, 1988, the Board of Education declared an unusual circumstance to consider an alternative to the current recommendation to the superintendent's proposal on the reassignment of the Longmead Subdivision; and

WHEREAS, On December 12, 1988, the Board of Education conducted a public hearing on this alternative; now therefore be it

RESOLVED, That effective July 1, 1989, the boundaries for the Kennedy and Sherwood Clusters be modified as follows:

KENNEDY HIGH SCHOOL, LEE MIDDLE SCHOOL, KENNEDY CLUSTER ELEMENTARY SCHOOLS

- o Receive from Sherwood High School, Farquhar Middle School, and Sherwood Elementary School a portion of the Longmead subdivision south of the Inter-County Connector, beginning with Grades K-4, 6, and 9 in September, 1989. Specific assignments of this area at the elementary level will be made in March, 1989.

SHERWOOD HIGH SCHOOL, FARQUHAR MIDDLE SCHOOL, SHERWOOD ELEMENTARY SCHOOL

- o SHERWOOD HIGH - Send to Kennedy High School a portion of the Longmead subdivision south of the Inter-County Connector, beginning with Grade 9 in September, 1989.
- o FARQUHAR MIDDLE - Send to Lee Middle School a portion of the Longmead subdivision south of the Inter-County Connector, beginning with Grade 6 in September, 1989.
- o KENNEDY ELEMENTARY SCHOOLS - Send to the Kennedy cluster of elementary schools a portion of the Longmead subdivision south of the Inter-County Connector, beginning with Grades K-4 in

September, 1989. Specific assignment of this area at the elementary level will be made in March, 1989.

and be it further

RESOLVED, That students in the Longmead subdivision south of the Inter-County Connector in Grades 5, 7, 8, 10, 11, and 12 would be allowed the option of attending assigned Kennedy Cluster schools in September, 1989, if they so desired.

Re: SCHOOL CONSTRUCTION FUNDING

Mr. Ewing expressed his thanks to the Board for adding this item to the agenda. He called attention to the last page of his paper where he noted that over the years the Board had asked for a lot more construction than they had received. They had not received much from the state, and the state had virtually defaulted on its pledge to fund school construction. For example, they received about one dollar in ten for what they needed.

Mr. Ewing said that the issue was what they wanted to say about the issue as the legislature got ready to meet in January. The county executive had already had some discussions with the governor. The governor was talking about \$5 million for Montgomery County. Senator Levitan had suggested adding \$50 million to the school construction fund. However, Montgomery County would be doing well if it got one dollar out of ten there. The other suggestion made by Delegate Gordon was that some of the surplus which is projected to be from \$300 to \$600 million be used to pay back funds used to construct schools. This would not happen unless a request was made. He suggested that the Board might want to endorse both ideas. They might suggest some money be put in for other counties who had forward funded schools.

Mr. Ewing thought that the Board had to be on record. They said they could provide a lot of ammunition to the county executive, County Council, and the delegates and senators. He reported that Mrs. Maurer had spoken to a group in the county. She had stated that there was no prospect presently for improvement in the situation over the years to come in terms of state funding. He agreed that there was no prospect unless they all worked together to present a case for a set of solutions. Montgomery County did have legitimate needs. They had supported equalization. Now they were the jurisdiction in the state with the worst problem. It was getting steadily worse. He said they were not likely to be able to get more money out of the county without a big tax increase. He thought it was time for the Board to get into the thick of this fight. He realized that the Board had done a good job of appealing past denials. He felt strongly that they ought to ask for a particular kind of action on the part of the legislature.

Dr. Cronin called attention to a letter of December 6, 1988, from the president of the Board, Dr. Pitt, Mr. Gudis, and Mr. Kramer requesting the state to live up to its funding obligations. He asked

that copies be provided to members of the press. Mr. Ewing noted that the Board had not taken a vote on that although he was sure that the Board supported this. He thought it was important for the Board to be on record as a Board.

Mr. Goldensohn observed that the state had a reasonably good record of paying back front-loaded highway transportation projects. For example, the county would get reimbursed for the mid-county highway. However, they did not have a good record on school reimbursement, and it did not appear that they would ever pay the just debts that the state owed. He said no one would argue that the state had not met its legal obligation for school construction funding in Montgomery County. He suggested that the delegation go after a percentage of that amount through the surplus. This should be for all jurisdictions, not just Montgomery County.

Dr. Shoenberg said they were on record at least through their president's letter as supporting a far more substantial contribution by the state. The surplus was the most likely source of that additional contribution. He wondered if it would help to take a vote now to support the position taken in that letter.

Mr. Ewing said that the issue was what was the most reasonable approach of all the alternatives available to them. The spending affordability recommendations would not help Montgomery County much. He said they needed reimbursement for forward-funded projects. Mrs. Praisner was not sure that this was accurate. The issue was the amount that the state paid vis-a-vis a project from when they started this process to now. The forward-funded projects were in the pipeline just as the to-be-scheduled projects. Additional money would be available to forward-funded projects as well as the to-be-funded projects.

Mr. Ewing said that he understood this, but the point was what they were going to ask for. He thought they should say that the surplus should not be given to the savings and loan people or to higher education institutions. They had to make sure that there was a big hunk for forward-funded projects. He said they should have a strategy for their requests for the surplus. If they did not, other people would divide up the pot.

Dr. Cronin was not sure they wanted to tell the governor where to find the funds for forward-funded projects. They were on record with the County Council and the executive as specifying \$70 million of forward-funded projects that existed. They were on record as saying this was \$70 million to which they were entitled regardless of the source of the funds. Mr. Ewing pointed out that they were entitled to some \$250 to \$300 million which they had never received. There was a pot of money there which might be a one-time pot. They should ask for it. Everyone else in the state was doing that.

Mrs. Praisner stated that a number of organizations had already gone on record as asking for funds from the surplus. Letters had been sent to the governor supporting at least \$50 to \$60 million for

school construction out of the surplus. The Maryland Associations of Boards of Education had written about additional burdens being put on school boards because of asbestos and other environmental issues. The question was how best to proceed from a strategy standpoint to assure that the most amount possible be spent on school construction and that Montgomery County get its fair share. She thought they probably needed to discuss this again with the county executive and County Council. The Board was already on record regarding this issue. She suggested they might serve as the convening element for a strategy session in order to make more than verbal pleas. This would include the legislative leadership as well. The Board president could call a small meeting with the delegation, county executive, and the Council. Dr. Cronin suggested expanding the meeting to include the Board officers. Mr. Ewing thought that all the Board members should be invited if the whole Council was going to be invited. Dr. Cronin agreed to pick up on this and let the Board know when a meeting could be scheduled.

Re: BOARD MEMBER COMMENTS

1. Mr. Goldensohn said that Ron Wohl had written a letter which had appeared in several newspapers. In that letter he mentioned that the Board had approved the concept of an academy to provide a high level of in-house teacher training. Dr. Cronin reported that this had died at the Council level. Mr. Ewing added that the summer effort was going forward. Dr. Pitt added that last year they had had a program in science, and he intended to try and expand that within current funding. They were making an effort to do more teacher training. The Commission on Excellence had suggested the idea of three area staff development centers. He had held off moving that way with all three; however, they might try one.
2. Mr. Goldensohn asked the staff to provide him with a description of what MCPS considered to be a comprehensive high school. He was specifically concerned about students who were not going on to college and how high schools provided a program for those students. To him, a comprehensive high school offered automotive trades, woodworking, and secretarial studies as well as science and English.
3. Mrs. Praisner asked staff to let her know what would be involved if the Board wanted to tape or broadcast the Board's recognition evening on the MCPS cabletelevision channel.
4. Mrs. DiFonzo reported that a survey had been done recently on cable television. People in Montgomery County were asked what they wanted to see on the cable channels. Something like 38 percent wanted to see the County Council on cable. They were unaware that the Council was already on cable. About 49 percent wanted to see the Board of Education.
5. Dr. Cronin reported that he had talked with Ron Wohl about a week ago about efforts he was making on an up-county science program. He understood that Mr. Wohl was working with Johns Hopkins. Dr. Vance commented that Ms. Ann Meyer had met with Mr. Wohl and Mrs. Garrison. Dr. Cronin asked that the Board be kept informed of planning by a private group and a university which could end up committing them to a program.
6. Dr. Cronin said he was pleased to see the appointment of the task force on seriously emotionally disturbed students. He looked forward

- to seeing their report.
7. Dr. Cronin noted that the Board had received a letter from a firm on how to improve school system funding.
 8. Dr. Cronin reported that he had visited the Capital Children's Museum. He hoped that the staff could advertise the availability of the museum. They also had a program to use with handicapped students which the school system might wish to look at in terms of its possibilities.
 9. Mr. Ewing reminded Board members that the Metropolitan Area Boards of Education would be holding its monthly luncheon meeting tomorrow at 12:30 p.m. at the Key Bridge Marriott. They would be discussing what the Virginia and Maryland legislatures were expected to do in the field of education. Lois Stoner would be joining them for lunch.
 10. Dr. Pitt reported that he had had an opportunity to move around the state. He was trying to get involved in a variety of state activities because it was very important that Montgomery County be involved. He had had the opportunity to speak on child care at a governor's conference. Saturday morning he had been on a panel with chief executive officers and three superintendents to talk about business and education. He would continue to try to make use of these opportunities.

RESOLUTION NO. 637-88 Re: EXECUTIVE SESSION - JANUARY 10, 1989

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Shoenberg, 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 January 10, 1989, at 9 a.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; and be it further

RESOLVED, That such meeting continue in executive closed session at noon to discuss the matters listed above as permitted under Article 76A, Section 11(a) and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 638-88 Re: MINUTES OF OCTOBER 24, 1988

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

RESOLVED, That the minutes of October 24, 1988, be approved.

RESOLUTION NO. 639-88 Re: MINUTES OF NOVEMBER 1, 1988

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

RESOLVED, That the minutes of November 1, 1988, be approved.

RESOLUTION NO. 640-88 Re: MINUTES OF NOVEMBER 3, 1988

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

RESOLVED, That the minutes of November 3, 1988, be approved.
Dr. Shoenberg assumed the chair.

RESOLUTION NO. 641-88 Re: MINUTES OF NOVEMBER 10, 1988

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

RESOLVED, That the minutes of November 10, 1988, be approved.
Dr. Cronin assumed the chair.

RESOLUTION NO. 642-88 Re: MINUTES OF NOVEMBER 22, 1988

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

RESOLVED, That the minutes of November 22, 1988, be approved.

RESOLUTION NO. 643-88 Re: APPROVAL OF CALENDAR FOR STUDENT BOARD
MEMBER ELECTION

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

RESOLVED, That the Board of Education adopt the calendar proposed by MCR for the election of the student Board member for 1989-90.

RESOLUTION NO. 644-88 Re: APPOINTMENT OF MEMBERS TO THE ADVISORY

COMMITTEE ON COUNSELING AND GUIDANCE

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

WHEREAS, In accordance with the Policy Statement on Counseling and Guidance adopted by the Board of Education on October 22, 1973, revised and adopted on June 12, 1979, the members of the Advisory Committee on Counseling and Guidance are appointed by the Board; now therefore be it

RESOLVED, That the following persons be reappointed to the Advisory Committee on Counseling and Guidance for a term ending December 31, 1990:

Sally Kaplan
Shirley Kay

RESOLUTION NO. 645-88 Re: CITIZENS ADVISORY COMMITTEE FOR FAMILY LIFE AND HUMAN DEVELOPMENT

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

WHEREAS, COMAR 13A.04.01 requires that each local education agency have a Citizens Advisory Committee on Family Life and Human Development; and

WHEREAS, Montgomery County has had such a committee since 1970, consisting of representatives of various civic associations and religious groups, community members at large, and student representatives; and

WHEREAS, Membership on the committee is for a two-year term; now therefore be it

RESOLVED, That the following individuals be reappointed to represent their respective organizations for a two-year term, effective December 31, 1988, and terminating December 31, 1990:

Robin Fields, Jewish Community Council
Beverly Soodak, Allied Civic Group
Marilyn Green, Mental Health Association
Ronald Greger, Montgomery County Medical Society

and be it further

RESOLVED, That the following individual be appointed to represent her organization for a six-month term to complete an unexpired term, effective December 31, 1988, and terminating June 30, 1989:

Jean Cross, Montgomery County Health Department

and be it further

RESOLVED, That the following individual be appointed for a two-year term, effective December 31, 1988, and terminating December 31, 1990, to serve as community member at large for Area 1:

Stephanie Jones

RESOLUTION NO. 646-88 Re: APPOINTMENT OF MEMBERS TO THE TITLE IX
ADVISORY COMMITTEE

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

WHEREAS, In accordance with the Board of Education resolution establishing a Title IX Advisory Committee adopted on July 19, 1977, the members of the Title IX Advisory Committee are appointed by the Board; now therefore be it

RESOLVED, That the following two persons be reappointed to the Title IX Advisory Committee to serve through December 31, 1990:

Marianne Doores

Sylvia Rowe

and be it further

RESOLVED, That the following three persons be appointed to the Title IX Advisory Committee to serve through December 31, 1990:

Constance Tonat

Linda Wells-Roth

Ella Weingarten Iams

and be it further

RESOLVED, That the following person be appointed to the Title IX Advisory Committee to serve April 1, 1989, through December 31, 1990:

Kathryn Roarty

RESOLUTION NO. 647-88 Re: APPOINTMENTS TO THE AUDIT COMMITTEE

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

WHEREAS, On September 13, 1978, the Board of Education passed a resolution creating an Audit Committee; and

WHEREAS, The Audit Committee consists of three members, appointed by the president of the Board of Education, serving staggered terms of three years each, and the term of office begins on the date of the first all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Eligibility for appointment to the Audit Committee is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to the Audit Committee; and

WHEREAS, Mrs. Sharon DiFonzo's term expired on November 30, 1988, and one vacancy now exists on the Audit Committee; and

WHEREAS, Mr. Bruce Goldensohn was appointed to serve until November 30, 1989, and Dr. Robert Shoenberg was appointed to serve until November 30, 1990; and

WHEREAS, Mr. Goldensohn's term as chairperson expired on November 30, 1988; now therefore be it

RESOLVED, That Blair G. Ewing be appointed to the Audit Committee to serve until November 30, 1991; and be it further

RESOLVED, That Bruce Goldensohn serve as chairperson of the Audit Committee until November 30, 1989.

RESOLUTION NO. 648-88 Re: APPOINTMENTS TO THE SUBCOMMITTEE ON
RESEARCH AND EVALUATION

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

WHEREAS, On January 14, 1986, the Board of Education established a Subcommittee on Research and Evaluation; and

WHEREAS, The Subcommittee on Research and Evaluation consists of three members appointed by the president of the Board of Education, serving staggered terms of three years each, and the term of office begins on the date of the first all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Eligibility for appointment to the Subcommittee on Research and Evaluation is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms of which they are appointed to the Subcommittee on Research and Evaluation; and

WHEREAS, Mr. Blair Ewing's term expired on November 30, 1988, and one vacancy now exists on the committee; and

WHEREAS, Dr. James Cronin was appointed to serve until November 30, 1989, and Mrs. Marilyn Praisner was appointed to serve until November 30, 1990; and

WHEREAS, Dr. Cronin's term as chairperson expired on November 30, 1988; now therefore be it

RESOLVED, That Sharon DiFonzo be appointed to serve until November 30, 1991; and be it further

RESOLVED, That Marilyn Praisner serve as chairperson of the Subcommittee on Research and Evaluation until November 30, 1989.

RESOLUTION NO. 649-88 Re: BOE Appeal No. 1988-37

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

RESOLVED, That in the matter of BOE Appeal No. 1988-37, appellants have disregarded all correspondence related to this appeal, and having notified the parties of the Board's intent to dismiss, the Board dismisses this appeal.

Re: NEW BUSINESS

1. Mrs. Praisner moved and Mrs. DiFonzo seconded that the superintendent be directed to develop an annual report to the Montgomery County citizens on the state of education in the system including, but not limited to, MCPS goals, priorities, and philosophy and information on programs, schools, staff, personnel, and budgets.
2. Mrs. Praisner moved and Mrs. DiFonzo seconded that the Board discuss the system's alternative secondary programs, both special programs such as QUEST, Phoenix II, Kingsley Wilderness, and the current uses of staff assigned by the Board to secondary schools to allow local schools to serve these students' needs at the home school, with the intent of assessing the status and long-term needs for these programs.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report
4. Annual Resource Conservation Plan
5. Recommendation for Approval of New Home Economics Course - Food and Fitness (for future consideration)

Re: ADJOURNMENT

The president adjourned the meeting at 4:50 p.m.

PRESIDENT

SECRETARY

HP:mlw