



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

RESOLVED, That the Board of Education oppose HB 1520 - Task Force on Unemployment Benefits for Educational Employees.

RESOLUTION NO. 137-89 Re: HB 1565 - PUBLIC SCHOOL CONSTRUCTION  
- BUDGET SURPLUS

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

RESOLVED, That the Board of Education support HB 1565 - Public School Construction - Budget Surplus.

RESOLUTION NO. 138-89 Re: HB 1615 - TUITION ASSISTANCE - TEACHERS  
- MINORITY TEACHER SHORTAGE AREAS

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

RESOLVED, That the Board of Education support HB 1615 - Tuition Assistance - Teachers - Minority Shortage Areas.

Re: SECONDARY SOCIAL STUDIES CURRICULUM

Dr. Richard Wilson, coordinator of secondary social studies, introduced the presenters. Ms. Cheryl Wheaton, social studies resource teacher at Pyle Middle School, was the architect of the unit bridging sixth and seventh grade social studies. She had done extensive work with Staff Development especially in the area of gifted and talented. She had spent two weeks in Japan studying Japanese culture and education, and she was currently doing graduate work at the University of Maryland. Ms. Bonny Cochran, social studies resource teacher at B-CC High School, had an M.A.T. from Yale. She spent a year at the Social Studies Clearinghouse in Boulder and was MCPS's first exchange teacher to Japan. Last summer she had received a Fulbright to go to Turkey. She was a lead teacher for the National Bicentennial Program for the Schools. She was currently the teacher member for the Organization of American Historians Committee for History in the Schools, and tomorrow she would be honored by the Capital Historical Society as the MCPS Outstanding History Teacher of the Year.

Raymond Frappolli, social studies resource teacher at Paint Branch High School, and had done extensive work on the ninth and tenth grade social studies curriculum. While at Poolesville, he was the coach of the first championship mock trial team. He was currently a member of

the Council on Instruction and was working on his dissertation at the University of Maryland in social studies education. Mr. Erik Bertin, senior at Damascus High School, would graduate with six credits in social studies. As a tenth grader, he received 4's on his AP American History exam and his AP Government and Politics exam and a 3 in Comparative Government and Politics. He received all of these without having taken the AP courses. He received a 720 on his American History achievement test, and he would be honored tomorrow by the Capital Historical Society as the MCPS outstanding history student. He had served as a page for the Maryland General Assembly, and he co-hosted the MCPS television series, "Capital Conversations." Mr. Joseph Headman, principal of Julius West Middle School, was a lifelong social studies person. He worked extensively on the J/I/M level program and his forte was map and globe skills.

Dr. Pitt wished they could get more press coverage on the very good things happening in MCPS. Dr. Wilson reported that they had invited the press to their October resource teachers meeting, and they found out there were ways of publicizing programs and achievements. Dr. Wilson said that their presentation this morning would show the Board the kind of social studies program offered. The secondary program through Grade 10 was designed as a continuation of the K-5 program. Grades 6 to 8 was a three-year sequence in World Studies, and Grades 9 and 12 had a two-year program in U.S. History and Government. Grades 11 and 12 were electives and had been for over 20 years. The philosophy was that of integrated social science with history and geography at the core of almost every unit. Courses, units, and objectives were carefully sequenced for maximum reinforcement. The current debate over social studies versus social science did not apply in Montgomery County. The secondary curriculum was divided into content, skills, and attitudes. All of the MCPS social studies program reflected the framework from the Maryland social studies framework that was done five years ago. He pointed out that former Education Secretary Bennett would find that every student in Montgomery County could exceed those social studies requirements that he proposed.

Dr. Wilson reported that enrollments in social studies electives continued at a very high level even though in the last few years there were added requirements for students in math, physical education, and the fine and practical arts. Over 70 percent of the students would graduate with more than three social studies credits. This was evidence that students found value and worth in social studies courses. In surveys done of graduating seniors, social studies came out number one or number two in terms of value to students. There was a tremendous increase in enrollment in World History which was undoubtedly the result of more explicit college entrance requirements. The next most popular electives included Psychology, Law, and AP European History. Last year over 90 percent of the students received 3, 4, and 5 in AP European History, and almost 85 percent received 3, 4, and 5 in AP American History. They did not have the results of the most recent Maryland Citizenship Test, but from the calls he had received in the past couple of weeks students appeared to be more successful.

Ms. Wheaton said that the World Studies curriculum in Grades 7 and 8 was an integrated approach to the study of history, geography, culture, economics, and current problems in major regions of the world. The organizational factor bringing this all together was the concept of civilization in terms of environment, culture, social organization, and economic and technological development. The underlying purpose in the affective domain was to develop an understanding and appreciation for the human experience in a world context.

Ms. Wheaton stated that in Grade 7 students studied Europe and Asia. They started with the study of Europe to post World War II. Secondly they studied the Soviet Union concentrating on environmental problems, changes brought about by the Russian revolution, and life in a communist society. Next they focused on conflict in the Middle East, and India was the next unit. The year was concluded with the study of the Orient. In Grade 8 students focused on the western hemisphere. They studied pre-Columbian civilizations, Latin America from colonial rule to the present day, the geography and climate of North America and native Americans, and finally a study of the United States and Canada.

Ms. Wheaton indicated that a multi-text approach was used in both seventh and eighth grades which required teachers to be very selective about the activities and instructional materials used. Selectivity was the key because of the very broad scope of the content as well as the need for up-to-date information.

Ms. Wheaton said that training workshops for World Studies had been provided by other teachers in Montgomery County who had had recent first hand experiences in Japan, the Soviet Union, India, and Brazil. The workshops had been very well received and were invaluable to teachers. Additional workshops for resource teachers this year had included studies for reading, critical thinking, and new social studies materials. Enrichment activities at the middle school varied between field trips to various guest speakers. One common experience was the National Geography Bee sponsored by the National Geographic Society. They hoped to have a Montgomery County student representing Maryland at the national contest in May. In social studies classes, students' skills and abilities were synthesized. Students could apply and build upon the skills they had in reading, writing, research, mapping, graphing, and articulation. In social studies young people learned to cooperate and work together.

Ms. Cochran said that she would discuss the ninth grade program. She encouraged Board members to visit social studies classes in schools. In ninth grade every student took the same social studies program. Up until this year, the ninth grade program was National, State, and Local Government following United States History I. The students looked at order, power, rights and responsibilities, and political behavior. United States history I covered the Revolutionary period to the Civil War. Students had in-class assignments as well as homework. They read textbooks, charts, maps, and graphs. All students read original sources and excerpts from historians with

conflicting points of view about events and issues. Students also looked at films and filmstrips.

Ms. Cochran commented that they hoped students remembered what they learned. However, they remembered what they did in class. They did simulations, mock peace conferences, mock court cases, role playing, political campaigns and elections, and diverse writing assignments. Students did have field trips, and at B-CC the ninth graders visited Annapolis. Gene Counihan always made sure that the students were welcomed and had opportunities for diverse experiences. In addition, students visited the Archives and museums. For the past several years, they had had a full day trip to Philadelphia. This year students were also going to Valley Forge. Every spring at B-CC they had a two-day and two-night camping trip to Gettysburg.

In addition, there were extracurricular activities related to social students. Students could participate in the geography bee and the citizenship bee. They could also participate in the Close-up Club, history clubs, the Student Union to Promote Awareness, and Model United Nations.

Ms. Cochran reported that teachers were well supported with clear and complete curriculum materials at the ninth grade levels, and teachers were well prepared. Teachers had access to good staff training workshops including sessions done by the National Archives staff on using documents in classroom teaching. There were several workshops on helping students develop memory skills, and some of those workshops had been focused on efforts to help prepare students to do well on the Citizenship Test.

Ms. Cochran remarked that they hoped students mastered the content and do well on standardized tests such as College Board achievement tests in American History. They hoped students passed the Citizenship Test. She reported that depending on the students they may have spent a major portion of the course dealing with National, State, and Local Government on preparation for the test. Additionally, they hoped students had skills in note taking, developing good questions, making good use of the library, expressing themselves clearly both orally and in writing, drawing accurate conclusions from data, and learning from discussion and sharing ideas with their fellow students as well as from their teacher.

Mr. Frappolli reported that there was no choice in the tenth grade curriculum because both courses were mandatory. First semester was an extension of the second semester of ninth grade. It was U.S. History II from Reconstruction to 1960. The second semester was Contemporary Issues designed to emphasize events and issues occurring with a student's lifetime. The course was organized around crisis, change, and influence. Topics currently studied included civil rights, Viet Nam, and terrorism. Based on grades and comments, contemporary issues was probably the most popular of the mandatory courses. Due to the nature of the content, this course relied on textbooks less than any other social studies course.

Mr. Frappolli reported that to support teachers with the content they

had a variety of content workshops including the life of Booker T. Washington, John D. Rockefeller, terrorism, and teaching about Viet Nam. In tenth grade they also had remediation of the Maryland Test of Citizenship Skills. This might include afterschool tutoring, teacher and peer tutoring, in-class instruction, and a citizenship skills review class.

Mr. Frappolli indicated that they had 16 mock trial teams in Montgomery County, 15 from MCPS and one from a private school. The trials were held in Circuit Court with attorneys from the Montgomery County Bar Association acting as judges. The competition culminated in a state tournament with a final trial held in the Maryland Court of Appeals in Annapolis. In Montgomery County, students had to take the law elective before competing in the mock trial program.

Mr. Frappolli said that in 1990-91 the tenth grade curriculum would change to include the National, State, and Local Government course which prepares students for the Citizenship Test. At that time students will be taking the test in the tenth grade. He believed that tenth grade was especially important because it was the end of the K-10 sequence. In the next two years students would be able to select from a variety of elective offerings.

Mr. Bertin stated that for the past two years he had taken a number of social studies electives. He thought that Ancient/Medieval History had been by far the most beneficial course he had ever taken because it gave him a foundation for all further history studies. It also helped him with his AP English classes because he had written papers based on information learned in history. In addition, he had found the study of the world's great religions to be absolutely priceless because students needed to learn about those rituals and beliefs in high school. It helped him understand when world events were driven by religious beliefs. In Sociology he had learned a lot about himself and his friends. This year he was taking Economics which was important because he planned to major in history in college. In Economics, students saw applications in the real world for mathematics.

Mr. Bertin thought that social studies integrated math, science, and English into one course. He was now taking AP U.S. History which was a one-year course which enabled students to see trends and cause/effect relationships. Over the past four years he had developed some close relationships with his history teachers, and he had felt very comfortable asking them to write his college recommendations.

Mr. Headman commented that he was proud of the social studies program in MCPS because this was the place where students learned about the real world. They learned about the variety of cultures, the structure and function of government, the interaction of people, ancient and contemporary ideas, and geography. Students had the opportunity to apply the skills of reading, writing, problem-solving, and thinking.

Mr. Headman remarked that the teaching of content skills would make students more responsible citizens. He believed that much of the success of the social studies program could be attributed to the talented, dedicated, and creative teachers in MCPS. These teachers tried to make the content come alive. He had seen social studies teachers arrive at school dressed as Betsy Ross, help students build rice paddies, march students over miles of the Gettysburg battlefield, run classes as a Russian czar, have students create future cities, and make archeological digs. The meshing of teacher talent and the PROGRAM OF STUDIES made social studies an important part of the overall school program. He would give the MCPS social studies program high marks.

Dr. Cronin remarked that he would hold his questions. This was a busman's holiday because he had taught junior and senior high social studies and college history. He said that Mr. Bertin had talked about the excitement his teachers had provided in the classroom. He did not know whether Mr. Bertin understood the excitement his teachers had when Mr. Bertin came into the class.

In regard to the seventh and eighth grade curriculum, Mr. Park asked if they talked about the culture of the Middle East and native Americans. Ms. Wheaton replied that they did; however, the focus was on conflict because they tried to present the historical and geographic background so that students could understand current events. For example, in the study of the Middle East they looked at Islam, Judaism, Christianity, and the historical backgrounds to those religions as well as natural resources. One of the difficulties in World Studies was that there was so much to bring in to each region that they had to be selective or develop a theme.

Mr. Park asked about availability of Model United Nations to students across the county. Ms. Cochran replied that she would not answer, but she knew that schools other than B-CC had Model U.N. There was a range of Model U.N. events that people could take part in, but these were expensive and time-consuming. Dr. Cronin asked staff to supply this information in writing. Dr. Wilson knew that Walter Johnson High School offered a course in Model U.N.

Mr. Park reported that the Board had met with students, and a concern had been raised that some important issues were not being covered. These included South Africa, the civil rights movement, Asia aside from Viet Nam, the economic development of Japan, and the growth of Korea and other third world nations. Mr. Frappolli replied that it was difficult to change the Euro-centric nature of the course because teachers would have to create a new curriculum. The thrust of the Contemporary Issues course was conflict, crisis, and change. They did have a new unit on economics, and this was a place where teachers could look at Japan. Dr. Wilson added that there was no censorship except for clinical aspects of abortion. Mark Simon, the president of MCEA, had held a workshop on South Africa attended by social studies teachers.

Mr. Park explained that he was not saying these topics were excluded,

but students thought that some of these topics should be required as well as a requirement for studying Asian culture. He noted that in U.S. History I and II they went from the Revolution to Kennedy. He asked if by the 1990's U. S. history would include Reagan. Dr. Wilson replied that they were proposing to change the curriculum next year. They would have a one-year U.S. History at Grade 9 which would cover 1763 to 1945. In Grade 10 after the semester on government, they would have a Contemporary Issues course with required units. These would include the human rights movement, U.S./Soviet relations, the Viet Nam era, and politics/political behavior. The latter unit would be designed for students who had passed the Citizenship Test and for those who needed remediation.

Ms. Wheaton suggested that some of Mr. Park's concerns were addressed in World Studies in the seventh grade because they did study Asian culture. Mr. Park pointed out that a seventh grader would find it hard to understand concepts without the background. In twelfth grade, they would need to recall that background to analyze what was going on in the world.

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

Dr. Cronin asked if the Board could require a half credit in World Culture. Dr. Wilson replied that it could. About 65 percent of their students now took some form of World History. Mr. Ewing commented that there was a fair amount of interest nationally and to some extent in Montgomery County in requiring more social studies credits for graduation. A lot of other school systems had gone to four credits and had specified World History as being one of them. If the Board were to have four credits required, he asked whether this should be an additional elective or World History plus one elective. Dr. Pitt felt that another credit should be a required course rather than an elective. He would probably go with some form of World History.

Dr. Cronin noted that much of the new four units still stressed America rather than a world view. Dr. Wilson pointed out that the sixth, seventh, and eighth grade was a three-year sequence of World History, and the ninth and tenth grades were American History. For that reason, he would agree with Dr. Pitt that there be some sort of a World History course and something they could cover well in one year.

Ms. Cochran commented that she was always the teacher wanting the widest possible diversity and the most possible choices to remain at the local school level. She would like to see a range of options rather than a countywide additional one-year course required. Mr. Bertin remarked that Contemporary Issues was always an extension of U. S. History. It was never World History; therefore, it was difficult to approach South Africa because there was not much real American involvement there. He thought that Ancient History was more important than Modern World History.

Mr. Ewing recalled that about a year ago Dr. Lois Martin gave him a

set of the history texts used in high school for American History. Over the past year he had read three of these texts. They were not very exciting textbooks. Two of the three texts were in the category of "mentioning" kinds of books in which everything was included but nothing was explained. He asked how they dealt with the dilemma of requiring that students get a broad and fairly good knowledge of the sweep and flow of history and not bore them with those textbooks. As a student of history, he felt that reading those texts was a mind-numbing experience. Dr. Cronin added that he would like to know what went into the evaluation of textbooks.

Ms. Cochran replied that even the most boring reading became a little bit more interesting when a student was going to use it in interaction with fellow students. The burden had been on teachers to construct demanding and enticing assignments. While an entire book of original sources might be too difficult for students, she was able to use selected pieces focused on a specific issue. Mr. Bertin added that a lot of his teachers had the class read outside books which added to class discussions.

Ms. Wheaton remarked that the problem raised was a good reason to supply the multi-text approach. In World Studies, she might find one text with good geographic approach and one with a good historical approach. Therefore, they had to go to a number of supplementary sources to give them the best information. She thought that more books needed to be written from an affective point of view. For example, there were some paperbacks that students really enjoyed and were able to relate to the stories. They had 70 different supplemental books in a three-year sequence.

Mr. Headman commented that he had been an administrator in four schools and had seen the social studies teachers doing a lot of looking for a variety of textbooks. He indicated that Dr. Wilson had made a tremendous effort to make people aware of what was out there.

Mr. Frappolli said that the answer to the textbook situation was in how the teacher used the text. The teacher had to be aware of the weaknesses and the strengths of the various texts. Dr. Wilson commented that there were two levels of textbooks. Some were quasi-college preparatory, and many of the books used in their elective programs were college textbooks. Then there were texts for survey courses, and there were weaknesses in this category. Some teachers preferred a text that was a little more difficult, and others preferred a text that everyone could read and understand. It seemed to him that most MCPS teachers were in the first category.

Mr. Ewing pointed out that when enrollment increased in high school, they were going to have to hire teachers who did not know much about the MCPS curriculum. They might need a lot of extra help in order to master the complexity of what MCPS did. Dr. Pitt replied that they were finding this at the elementary level, and for that reason, they now had a 10-day in-service program. He thought they would see a great increase in MCPS training needs at the secondary level. Mr. Ewing asked if they had a description of what it was that

students ought to know when they graduated with their three credits in social studies. He was talking about substantive content knowledge. Dr. Wilson replied that they knew what students should have when they finished Grades 9 and 10; however, they did not know cumulatively.

Mr. Goldensohn commented that his background in high school and college was political science and geography. In every one of his successful classes where people learned something, it was a combination of textbooks, library time, and outside reading sources. However, the critical factor was that teacher who had the spark. His daughter had been fortunate to catch a few of these teachers at Frost and Wootton. Mr. Bertin caught it because it hit a field of interest for him. Some other students would not give it unless the teacher lit the fire. He had given his daughter the outline map of the United States, and while she was unable to fill in all the blanks, she knew key states and had interest to understand about geography. He pointed out that social studies was constantly expanding, and they really needed a fifth year of high school to cover all the topics.

Dr. Pitt stated that the issue was whether they taught students enough geography. Dr. Wilson commented that he had the reputation of being the man who killed Geography in MCPS. Originally they had had a two-year World Geography course, and now they had a three-year World Studies. He had asked one of their best teachers if he was satisfied that he was teaching enough geography. The teacher replied that he made sure he taught enough geography. He thought MCPS did a better job with geography than any of the jurisdictions in the state and probably the vast majority of systems in the United States.

Mr. Headman remarked that when people found out that he was an historical geographer they believed he knew all the trivia about place names. He did not see geography that way. In World Studies, they were integrating geography with the other content areas. It was important for students to know where places were in the world, but it was more important to know that it was easy to pick up an atlas and locate the particular place. He thought that MCPS did tremendously well and would continue to do well.

Dr. Cronin asked if the tests had moved away from a trivial pursuit kind of geography. There were newspaper headlines that students couldn't locate Europe on a map. Mr. Headman thought that most units talked about geographic location, but not as it used to be taught. Tests asking for trivia were not really testing what MCPS was teaching its students.

Ms. Wheaton commented that she had taught World Geography and now was teaching World Studies, and the perspective was very different. The geography of each region was spread over a three-year period of time. Their emphasis was on the environment and how people had adapted to that environment. Students knew how to use an atlas and did have map skills. However, they did not have to memorize ten products from Rio de Janeiro. She felt that they were doing a very good job in geography, but their approach was different from the test. In the

National Geography Bee there was an emphasis on trivia and detail. She thought that MCPS had more of a global perspective and that it was better to study a region than to look at a country in isolation.

Ms. Cochran reported that she had been in the county for a long time and had taught students who had had the earlier Geography courses. They were at least equally well able to do all the things that Ms. Wheaton had delineated. She was not worried about students' place consciousness or their ability to find out about a place if they needed to. She was delighted about the facility they had to consider physical factors as they impacted on political factors. She noted that often they were driven to test what was objective and not controversial in terms of its rightness or wrongness. She struggled with this in relation to the Citizenship Test. No one could quarrel with what was a right answer to those questions, but she was not sure they were meaningful when they wanted to assess some of the higher order thinking, feeling, and behaving skills they wanted to generate in young people.

Dr. Shoenberg commented that he got more upset about the Citizenship Competency Test than any of the others. He asked what a high school exit exam in social studies might look like. Ms. Cochran replied that her exam might have some political cartoons and some articles from an op-ed page. Students would be asked to select three out of five and identify the issue, identify the speaker, bring in some data, explain the content, and then take a position supporting or questioning. Mr. Headman said he would include graphs and charts for analysis. Mr. Frappolli added that if the test were given at the tenth grade level it would have an American history flavor. Ms. Wheaton thought it would be hard to test understandings that students had developed over the years. She would see essay questions showing what broad understandings they had developed.

Mr. Ewing asked whether there was no body of factual knowledge they would want to test. Dr. Wilson replied that there certainly was. Mr. Frappolli reported that AMERICAN HERITAGE magazine had come out with a list of 101 things that college students should know about history. They would have to start with something like that because society wanted students to know certain facts. Dr. Pitt pointed out that at the end of the tenth grade they expected students to have some basic knowledge.

Dr. Shoenberg thought that one answer might be to give students a real or hypothetical situation. Students would be asked the kinds of questions they would have to ask to explain the situation. In this way, they could see if students asked questions about economics, geography, political relationships, social relationships, and history.

Dr. Pitt stated that he agreed with much of what had been said about the Citizenship Test. However, the attempt by people creating the test was to say that here are some things that citizens should know. It was a much narrower effort than the question raised by Dr. Shoenberg.

Dr. Cronin recalled that the Board had received a letter from the social studies teachers asking support for a state reevaluation of the competency tests. Dr. Pitt reported that the state superintendent felt that they needed to reevaluate that particular test as well as writing. He had asked for a group of people to get together and do this. Dr. Cronin asked that a letter be prepared for his signature to be sent to the social studies teachers.

Mrs. Praisner requested a school-by-school breakout of the kinds of courses that students were taking as a social studies elective. If the Board did consider adding another social studies requirement, it would be helpful to have this information. In regard to Contemporary Issues, Mrs. Praisner was interested in the extent to which resources and materials were available for teachers. She asked for information about the content of the workshop teachers had attended on terrorism. It would be useful if staff could supply the instructional objectives of the unit as well.

Mrs. Hobbs recalled that the social studies teachers had testified at the budget hearings. They had eight priorities: (1) curriculum development, (2) instructional assistants, (3) computers for social studies departments, (4) teacher training, (5) resource teacher class load, (6) teacher specialist in the social studies area, (7) Project Basic teacher assistant, (8) funds for textbooks. She commented that MCPS had an emphasis on computers in their schools. She understood that there was a drill for the Citizenship Test, but computers were not available in the social studies departments. She asked whether it was a genuine need and a problem that existed now.

Ms. Cochran replied that it was a need if they were talking about using the drill tape for preparation for the Citizenship Test. However, there were many other ways to remediate students. It was a much more critical need when they thought of the available data bases for student inquiries. She would like to see students use computers for thinking skills and content rather than for drills. Computers were not available for classroom use at present.

Dr. Pitt stated that right now the emphasis was on using computers for writing skills, mathematics, science, and computer courses. Dr. Cronin asked whether it would be possible to integrate into the English curriculum the needs of social studies. Ms. Cochran replied that it was possible, but they did not have the resources to do this. Dr. Pitt added that there was \$1.5 million in the budget now for computers. Some of that would be to finish up the three labs in each high school, and the others would focus on the elementary school. Their goal would be to move toward greater computer use across the board. They were focusing on the elementary schools for obvious reasons, but the cost of hardware might be reduced in the next several years which might give them more opportunity to use computers at the high school.

Mrs. Hobbs asked if there were comments on the eight priorities. Mr. Frappolli replied that curriculum development was put first because

they needed curriculum guides for every one of the courses they taught. Teachers needed time in the summer to write these guides. Ms. Cochran said that the second priority was departmental aides. Teachers were required to do more and more, and it would be beneficial to have six hours of aide time. Dr. Pitt said they had added aides to schools with large numbers of students needing help with the Citizenship Test.

Dr. Wilson reported that this summer they would have five or six teachers for a couple of weeks to work on Grades 9 and 10 curriculum. He said that about two thirds of their instructional guides were nonexistent.

Dr. Shoenberg asked about the extent to which they used materials from the arts such as folk songs and literature. Ms. Wheaton replied that individual teachers could answer this, but it would be difficult to teach about the Renaissance without using art. Art was integrated into the curriculum. Ms. Cochran added that in AP European History and American History there was a great deal of integration. In recent years the AP exams had focused much more on social history and art history. The supplementary source materials and documents collections now included reproductions of important paintings. It seemed to Dr. Shoenberg that they gave short shrift to intellectual history. Mr. Bertin replied that in his studies they did address philosophy. His criticism was that they did not address the ideas of communism. Dr. Wilson added that he had observed a social studies class devoted to Picasso, and the question was, "Does his art reflect the times or did his art help project the times?" He had a lot of examples of this sort of thing being done very well.

Dr. Cronin recalled a criticism that social studies were being taught by P.E. teachers. Dr. Wilson replied that they did not have five social studies teachers teaching out of field. He checked on this every year. The county had additional requirements. For example, to teach Anthropology, a teacher had to have 15 hours. Because of their training program, they were in much better shape than the other counties.

Dr. Cronin thanked staff for their presentation.

Re: EXECUTIVE SESSION

The Board met in executive session from noon to 1:35 p.m. to discuss legal issues.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Thomas Clemons, Landon Systems Corporation
2. Karen Monoco, Shaw Avenue Neighborhood Association
3. Ann Graham-Hamlin, Bel Pre PTA
4. Sandy Praske
5. Rose Czarnecki, Layhill Civic Association

6. Roscoe R. Nix, Montgomery County Chapter of the NAACP

Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

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

	AWARDEE(S)	
86-89	Art Supplies	
	Chaselle, Inc.	\$152,159
	Elgin School Supply Company, Inc.	5,469
	Hanover Art Supply Company, Inc.	8,378*
	Interstate Office Supply Company	2,655*
	National Office and School Supplies	27,015
	S & S Arts and Crafts	2,595
	Standard Stationery Supply Company	9,160
		-----
	TOTAL	\$207,431
98-89	Upright and Grand Pianos	
	Jordan Kitts Music	\$ 8,870
	Ramsey Music Company	57,480
		-----
	TOTAL	\$ 66,350
108-89	Elementary Athletic/Physical Education Equipment	
	DVF Sporting Goods Company	\$ 1,942
	Gerstung	37,820
	Gibson, Inc.	2,441
	GPD Enterprises, Inc.	80,320
	The Delmar F. Harris Company, Inc.	13,650
	Macro Management, Inc.	4,350*
	Passon's Sports	7,125
	REC-creative, Inc.	1,550*
	John W. Taylor Associates	107,142
	West Recreation/Game Time, Inc.	3,150
		-----
	TOTAL	\$259,490
111-89	Computer Carts	
	Banner Metals, Inc.	\$111,900
107-89	Color Television Communication Studio Systems	
	A-Com, Inc.	\$ 8,267
	CTL-Communications Televideo Limited	94,278*
	The Emco Group	17,351
	Theatre Service and Supply Corporation	29,488

TOTAL	\$149,384
TOTAL OVER \$25,000	\$794,555

\*Denotes MFD vendors

For the record, Dr. Cronin made the following statement:

"Board members have received a protest from Mr. Gibbs on a previously awarded contract, Bid 60-89. It would be appropriate if any Board members wished at this point to raise a reconsideration of that motion. There being no Board members raising the motion, the issue is closed. The contract is awarded as the Board previously voted." Dr. Cronin asked that the Board vote separately on Bid 111-89, Computer Carts.

RESOLUTION NO. 139-89 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; now therefore be it

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

AWARDEE(S)		
86-89	Art Supplies	
	Chaselle, Inc.	\$152,159
	Elgin School Supply Company, Inc.	5,469
	Hanover Art Supply Company, Inc.	8,378*
	Interstate Office Supply Company	2,655*
	National Office and School Supplies	27,015
	S & S Arts and Crafts	2,595
	Standard Stationery Supply Company	9,160
	TOTAL	\$207,431
98-89	Upright and Grand Pianos	
	Jordan Kitts Music	\$ 8,870
	Ramsey Music Company	57,480
	TOTAL	\$ 66,350
108-89	Elementary Athletic/Physical Education	
	Equipment	
	DVF Sporting Goods Company	\$ 1,942
	Gerstung	37,820

	Gibson, Inc.	2,441
	GPD Enterprises, Inc.	80,320
	The Delmar F. Harris Company, Inc.	13,650
	Macro Management, Inc.	4,350*
	Passon's Sports	7,125
	REC-creative, Inc.	1,550*
	John W. Taylor Associates	107,142
	West Recreation/Game Time, Inc.	3,150
		-----
	TOTAL	\$259,490
107-89	Color Television Communication Studio Systems	
	A-Com, Inc.	\$ 8,267
	CTL-Communications Televideo Limited	94,278*
	The Emco Group	17,351
	Theatre Service and Supply Corporation	29,488
		-----
	TOTAL	\$149,384
	TOTAL OVER \$25,000	\$682,655

\*Denotes MFD vendors

RESOLUTION NO. 140-89 Re: BID 111-89, COMPUTER CARTS

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Shoenberg, 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 abstaining:

WHEREAS, Funds have been budgeted for the purchase of equipment, supplies, and contractual services; now therefore be it RESOLVED, That having been duly advertised, the contract be awarded to the low bidder meeting specifications as shown for the bid as follows:

AWARDEE

111-89	Computer Carts	
	Banner Metals	\$111,900

RESOLUTION NO. 141-89 Re: RICHARD MONTGOMERY HIGH SCHOOL ADDITION, ALTERATIONS, AND SITE WORK

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

WHEREAS, On March 7, 1989, the following bids were received for the Richard Montgomery High School addition, alterations, and site work:

BIDDER

BID

1. Northwood Contractors, Inc.	\$1,297,700
2. CKS, Inc.	1,419,928
3. The Gassman Corporation	1,470,000
4. Smith & Haines, Inc.	1,500,455

and

WHEREAS, This represents excellent bid activity, and the low bid is within the project architect and staff's estimate of \$1,433,000; and

WHEREAS, Northwood Contractors, Inc., has completed similar projects satisfactorily for Montgomery County Public Schools; and

WHEREAS, Capital funds for this project are requested in the FY 90 Capital Budget; now therefore be it

RESOLVED, That a \$1,397,700 contract be awarded to Northwood Contractors, Inc., for the Richard Montgomery High School addition, alterations, and site work in accordance with the plans and specifications prepared by Grimm & Parker, Architects, contingent upon County Council approval of the FY 90 Capital Budget request.

RESOLUTION NO. 142-89 Re: REDUCTION OF RETAINAGE AT MIDDLEBROOK ELEMENTARY SCHOOL

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

WHEREAS, Henley Construction Co., Inc., general contractor for Middlebrook Elementary School, has completed 62 percent of all specified requirements as of February 28, 1989, and has requested

that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, The Aetna Casualty and Surety Company, in a letter dated March 2, 1989, consented to this reduction; and

WHEREAS, The project architect, Duane, Elliott, Cahill, Mullineaux and Mullineaux, in a letter dated March 1, 1989, recommended that this request for reduction be approved; now therefore be it

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

RESOLUTION NO. 143-89 Re: CHANGE ORDERS OVER \$25,000

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

WHEREAS, Change orders exceeding \$25,000 for Brooke Grove and Cloverly elementary schools have been received by the Department of School Facilities; and

WHEREAS, Staff and the project architect have reviewed these change orders and found them to be equitable; now therefore be it

RESOLVED, That the Board of Education approve the following change orders for the amounts and contracts indicated:

ACTIVITY I

Project: Brooke Grove Elementary School  
Change Order Number 3  
Description: Furnish and install food service equipment  
(cooking and serving line equipment)  
Contractor: Dustin Construction, Inc.  
Amount: \$37,054

ACTIVITY 2

Project: Cloverly Elementary School  
Addition/Modernization  
Description: Furnish and install food service equipment  
(cooking and serving line equipment and  
refrigerators and freezers)  
Contractor: Columbia Construction Company, Inc.  
Amount: \$65,710

RESOLUTION NO. 144-89 Re: WORK OF ART FOR ROCK CREEK FOREST  
ELEMENTARY SCHOOL

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

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

WHEREAS, Staff has employed the established selection procedures; 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 1989 Capital Improvements Program; and

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

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

ARTIST	WORK	COMMISSION
Evelyn Rosenberg	Bas-Relief	\$9,000

and be it further

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

RESOLUTION NO. 145-89 Re: SITE SELECTION FOR FUTURE DAMASCUS AREA ELEMENTARY SCHOOL (1991)

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

WHEREAS, The approved FY 1989 Master Plan and the FY 1989-94 Capital Improvements Program indicate the need for another elementary school to serve the Damascus area by September, 1991; and

WHEREAS, The Board of Education, after considering three alternate locations for the future school, prefers a 10.5 acre site located on East Cutsail Drive, south of Sweepstakes Road between MD 27 and MD 124; and

WHEREAS, This school site is currently owned by the Montgomery County Government, having been surplused in 1981 and transferred in 1983 by the Board of Education; and

WHEREAS, The Board of Education rescinded its surplusung of this site on November 21, 1988, and notified the county executive of this action, recommending that this property be deeded back to the Board of Education for future school use; now therefore be it

RESOLVED, That the Board of Education select the Magruder Elementary School site for the future Damascus Area Elementary School.

RESOLUTION NO. 146-89 Re: FY 1989 SUPPLEMENTAL APPROPRIATION FOR SPECIAL PROJECTS IN SCIENCE AND MATHEMATICS

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Ewing, 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 \$89,366 from MSDE, under the Education for Economic Security Act, Title II, for the mathematics and science training of selected K-12 teachers in the following categories:

CATEGORY	AMOUNT
01 Administration	\$86,316
10 Fixed Charges	3,050
	-----
TOTAL	\$89,366

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. 147-89 Re: FY 1989 SUPPLEMENTAL APPROPRIATION FOR PROVISION FOR FUTURE SUPPORTED PROJECTS

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

WHEREAS, The FY 1989 Operating Budget adopted by the Board of Education on May 23, 1988, included \$200,000 for the Provision for Future Supported Projects; and

WHEREAS, The County Council approved a supplemental appropriation requested by the Board of Education on October 11, 1988, to increase the FY 1989 amount for the Provision for Future Supported Projects by \$150,000; and

WHEREAS, As of February 28, 1989, the balance in the Provision for Future Supported Projects was \$834; and

WHEREAS, The Board will receive a number of additional projects that are eligible for funding through this Provision for Future Supported Projects during FY 1989; and

WHEREAS, A supplemental appropriation to increase the Provision for Future Supported Projects will help to avoid delays due to the time required to process each eligible project individually; now therefore be it

RESOLVED, That the Board of Education requests a supplemental appropriation from the County Council in the amount of \$75,000 for the FY 89 Provision for Future Supported Projects, in the following categories:

CATEGORY	AMOUNT
01 Administration	\$29,444
02 Instructional Salaries	5,000
03 Other Instructional Costs	16,000
04 Special Education	17,309
10 Fixed Charges	7,247

TOTAL

-----  
\$75,000

and be it further

RESOLVED, That the county executive and the County Council be given a copy of this request and that the county executive be requested to recommend approval of this supplemental appropriation to the County Council.

RESOLUTION NO. 148-89 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR NONPUBLIC TUITION ASSISTANCE - RETURN OF OUT-OF-STATE PLACEMENTS

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Ewing, 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 \$20,097 from MSDE, under the nonpublic tuition assistance program, to help return to Maryland handicapped children presently in out-of-state residential programs or to reduce the need for out-of-state placements in the following categories:

CATEGORY	POSITION	AMOUNT
04 Special Education	.9*	\$14,650
10 Fixed Charges		5,447
		-----
TOTAL		\$20,097

\*.9 Special education instructional assistant, Grade 10

and be it further

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

RESOLUTION NO. 149-89 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR THE EDUCATION FOR ALL HANDICAPPED CHILDREN PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$2,659 from MSDE under the Education for All Handicapped Children Act to supplement special education services in Category 4 - Special Education; and be it further

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

RESOLUTION NO. 150-89 Re: FY 1989 CATEGORICAL TRANSFER WITHIN THE VOCATIONAL-TECHNICAL EDUCATION PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to effect the following categorical transfer within the FY 1989 Vocational-Technical Education program in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
03 Instructional Other	\$900	
10 Fixed Charges		\$900
	----	----
TOTAL	\$900	\$900

and be it further

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

RESOLUTION NO. 151-89 Re: PERSONNEL MONTHLY REPORT

On recommendation of the superintendent and on motion of Dr. Shoenberg 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. 152-89 Re: EXTENSION OF SICK LEAVE

On recommendation of the superintendent and on motion of Dr. Shoenberg 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
Adams, Sandra	Bus Operator	20
	Personal Illness Leave	

from Area 1

RESOLUTION NO. 153-89 Re: DEATH OF MS. LAURA E. HOLT, BUS  
OPERATOR ON PERSONAL ILLNESS LEAVE  
FROM AREA 3 TRANSPORTATION, FLOWER  
HILL ELEMENTARY SCHOOL

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

WHEREAS, The death on February 20, 1989, of Ms. Laura E. Holt, bus operator on personal illness leave from Area 3 Transportation, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the very short time Ms. Holt 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 Ms. Laura Holt and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 154-89 Re: DEATH OF MRS. RUTH A. KLINE, ART  
TEACHER AT GREENCASTLE ELEMENTARY SCHOOL

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

WHEREAS, The death on March 4, 1989, of Mrs. Ruth A. Kline, art teacher at Greencastle Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the more than seventeen years that Mrs. Kline was a valued staff member of Montgomery County Public Schools, she demonstrated her commitment to children by providing an art program rich in experience and ideas; and

WHEREAS, Mrs. Kline was skillful in assessing her students' strengths and areas of need, and she had gained the respect of staff, students, and parents who were pleased to have their children in her art program; now therefore be it

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

RESOLUTION NO. 155-89    Re:  DEATH OF MR. HAROLD PUMPHREY, SR.,  
  BUILDING SERVICE MANAGER II ON  
  PERSONAL ILLNESS LEAVE FROM FOREST  
  KNOLLS ELEMENTARY SCHOOL

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

WHEREAS, The death on March 4, 1989, of Mr. Harold Pumphrey, Sr., a building service manager on personal illness leave from Forest Knolls Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In his twenty-eight years of service, Mr. Pumphrey gained extensive experience of Montgomery County Public Schools' operations and requirements; and

WHEREAS, Mr. Pumphrey's pride in his work was reflected in the effective way he supervised building services staff and in the way he interacted with students and encouraged them to take care and pride in their school; now therefore be it

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

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

RESOLUTION NO. 156-89    Re:  DEATH OF MR. PAUL X. REID, AIR  
  CONDITIONING MECHANIC, DIVISION OF  
  MAINTENANCE

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

WHEREAS, The death on February 14, 1989, of Mr. Paul X. Reid, an air conditioning mechanic in the Division of Maintenance, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Reid had been a loyal employee of Montgomery County



Stephen Knolls School

Specialist - Diagnostic  
and Professional Support  
Team

Effective: 3-15-89

Re: REVIEW OF DEA STUDIES ON DROPOUTS AND  
SUSPENSIONS

Dr. Cronin explained that this was a review of two studies which were still in progress. The superintendent's cover memo made reference to three efforts that were already in place. First was the position of coordinator of early childhood programs, the coordinator of pupil personnel services, and the expansion of the number of counselors in elementary schools. The Board would be looking forward to the superintendent's recommendations in the future.

Dr. Pitt said that the first study was a report on dropout data. This study influenced him about the need for the early childhood coordinator. This study reinforced the importance of giving support to parents when their children were very young or preschool. The question was whether they were getting to parents whose children became truant or were aggressive in school. Studies pointed out that students showed some of these characteristics at a relatively early age.

Dr. Joy Frechtling, acting director of the Department of Educational Accountability, said they were planning to give the Board an overview of a series of studies they were doing on students at risk. They had focused on students who became dropouts and on students who ended up being suspended or had other discipline problems.

Dr. Pitt reported that the state commission on students at risk had asked him to provide information on these studies. They would be contacting Dr. Frechtling.

Dr. Frechtling explained that they had a series of studies going on dropouts and a series of studies going on suspensions. The first study was to look at the question of who was a dropout and how did they define a dropout. Quite frequently they were asked to compare their statistics with those of a national study or those from other jurisdictions. She had heard from colleagues that this was almost impossible to answer, and they set about documenting why this might be the case. Dr. Frechtling introduced Mrs. Suzanne Raber who was the analyst on the study entitled, "Report on Dropout Data and Issues to be Considered in Defining Who is a Dropout."

Mrs. Raber stated that there two problems regarding the lack of comparability in dropout rates. It boiled down to whether or not there was a common definition of a dropout, what students they were defining as dropouts, and how they were calculating those rates. In terms of defining dropouts, they looked at a number of studies and also surveyed some LEA's in this area. Most students included students who left school for employment reasons, pregnancy, marriage, and enlistment in the military. There seemed to be a lack of

consensus in how school districts were handling some other students that could greatly affect the dropout rate. Among these would be students who dropped out over the summer because some systems were counting only students who dropped out from September to June. The summer dropouts were large in number and could make a big difference in a system's rates. There were differences in reporting of students who were enrolled in a GED program or in evening high school or who were incarcerated. Another group would include students whose whereabouts were unknown. The other issue was how dropout rates were calculated. There was an annual dropout rate which was the number of students dropping out in a given school year divided by the enrollment in that school year. Most local school systems used this form of reporting. There was another rate which followed a class of students through their high school years to see what percentage of students drop out. This was the kind of rate they saw in the national statistics. In national studies from 14 to 29 percent of the students were not graduating after four years of high school. This was not necessarily a dropout rate because some students might still be in school after four years.

Mrs. Raber said there were a couple of other issues that made a difference in how rates were calculated. One was the grade levels that were included. Some systems reported K-12 and others used 10-12. Another issue was the number of days a student had to be out of school before they were actually counted as a dropout. In surveying LEA's in this area it varied anywhere from nine to 45 days. Dr. Frechtling reported that the Chief State School Officers group was trying to develop comparable definitions across states. Maryland was participating in that and would be piloting the program next year.

Dr. Cronin asked what practices MCPS followed. Mrs. Raber replied that they used a full year count, but Maryland used school year only. Dr. Frechtling said that the rest of Maryland did not necessarily include the same categories of students. For example, if someone died they were counted as a dropout. Mrs. Raber reported that they counted summer dropouts, students in GED programs were counted as dropouts, evening high school students were not counted as dropouts if they informed their school about their program, and students who were incarcerated were not counted as dropouts. They reported on 7-12 which was what the State of Maryland did.

Dr. Shoenberg asked how they dealt with mobility. He asked how people doing a cohort dropout rate dealt with student mobility. For example, did they count as a dropout, a student whose parents moved out of the county. Mrs. Raber replied that they did not. He asked if a student would be a dropout if he entered school in the ninth grade and in tenth grade moved to another jurisdiction. Dr. Frechtling replied that he would not be a dropout if he was attending another school. Mrs. Raber reported that a lot of school systems were doing the cohort statistics in different ways. Some of them had recognized that by not including transfer students, they might be lowering their dropout rate artificially. Students who moved around more were more likely to drop out.

Dr. Shoenberg asked what their rate was when they looked at students starting in Grade 9 and graduating, and they figured their dropout rate on 7-12. Dr. Pitt replied that their figure was 3 percent because they tried to relate it to systems using 9-12. Mrs. Raber noted that if a student dropped out each year and returned, in a cohort rate he would be one dropout at the end of four years. In an annual rate, he would be listed as one for each year he dropped out.

Mrs. Praisner stated that it was important for people to understand that there was no uniform process in the State of Maryland or the country on dropout rates. She pointed out that a lot of people in the school system were involved in keeping records, and she wondered about the training provided at the local school level to ensure some uniformity of responses. Dr. Frechtling reported that they had a second study going on which looked at the whole question of how the data got recorded and how local school staff handled things when there was a question. They would be able to report on this in a few months.

Dr. Cronin stated that the next study was entitled, "The Early Experiences and Behavior of Students Suspended in Junior and Senior High School." Dr. Pitt thought that this study was much more significant.

Dr. Frechtling reported that this study was part of the MCPS Suspension Project. Three or four years ago Dr. Vance had chaired a committee that brought together staff and community to address the issue of suspension rates and ways in which the rates could be lowered, particularly for minority students. A lot of this had been accomplished in terms of the drop in suspension rates especially for minority students. The committee wanted to look at what MCPS was doing for these students, how they were identified, and whether MCPS had full knowledge of the problem so that they could catch these issues early on. They could try and prevent or intervene with students who might be having problems. The committee designed a series of four studies. Mr. Joseph Hawkins would report on the study before the Board. It looked at whether or not there were some early indicators of discipline problems that might emerge later on. Dr. Pitt reported that while there had been a significant reduction in the suspension rate for minority students over the last six years, it was still a problem that needed to be worked on.

Mr. Hawkins pointed out that in doing the study they avoided looking at or including any seriously emotionally disturbed students in this population. He also noted that multiple suspendees only made up 2 percent of the total MCPS secondary school population. The committee felt that a lot could be learned by studying this extreme population even though it was very small.

Mr. Hawkins stated that of the 219 multiple suspendees, they found they were in five distinct categories. The first was the fighter or a student with a long history of suspensions for fighting and other aggressive behavior. This was 13 percent of the total 219 students.

The second type included students in crisis. They were unable to adjust to a short- or long-term crisis. This could include a family crisis of divorce or an abusive parent. It could also be personal problems such as drug or alcohol abuse. These students made up 22 percent of the sample. The third group consisted of truants. They made up 27 percent of the sample. These students had serious attendance problems, and many of these problems went back to Head Start days. The fourth group consisted of low achievers. These were students with a history of academic learning problems, and they made up 16 percent of the sample. The last group consisted of those whose school records showed no unusual problems. They made up 22 percent of the sample. They might be suspended several times over a three- or four-month period, and then the problem disappears on its own.

Mr. Hawkins said they tried to identify the characteristics and events associated with these students. They wanted to see if they could identify students they could profile so that schools could find students early on who needed attention. The fighters were usually involved early on in fights in junior high school. It tended to be a serious fight which gave the student a certain label in a school. These students were sometimes in contact with Juvenile Justice and came from highly mobile families. They tended to have low grades, but in terms of achievement test scores they were above average. There was little involvement in school life, and they tended to be friends with other trouble makers. They saw themselves as trouble makers, and they felt isolated and alone in school.

Mr. Hawkins said the second group was students who were involved in a serious family crisis. They were recently enrolled in MCPS, the family was generally headed by a single parent, they tended to be slightly younger than their classmates, and might have drug or alcohol abuse problems.

Dr. Shoenberg asked if students could be in multiple categories. Mr. Hawkins replied that they could, but for simplicity he had assigned them to a specific category.

In regard to truants, Mr. Hawkins reported that there was an early pattern. There was sometimes drug and alcohol abuse, and the family was generally headed by a single parent. The family was highly mobile. Generally this mobility was within MCPS. These students were not coming from outside of the county. Mrs. DiFonzo asked if these youngsters had poor attendance because they were ill or because they were cutting school. Mr. Hawkins replied that it was not illness. It was his sense that the parents were allowing students to stay home. Dr. Pitt felt that the parents of these students were not pushing school attendance. Mrs. DiFonzo said it seemed to be lack of parental supervision as opposed to a student who says goodbye to his parent and heads off to a shopping center.

Mr. Hawkins said that low achievers were more likely to have repeated a grade. They were likely to have been Head Start and Chapter I participants.

Mr. Hawkins stated that they tried to take these suspendees, look at their records, and talk to them, their parents, and school staff. They also looked at what schools had tried to do to address their problems. They found that 50 percent of the records documented a specific action taken by a school to correct misbehavior. There were two common actions. One was to assign the student to some type of counseling, and the other was to assign the student to an alternative school or program such as WOC, Gateway, or Kingsley Wilderness. They found that students in crisis and low achievers tended to get more attention in comparison to truants and fighters. He felt these were the two groups where they needed more resources. In regard to truants, some of what they could do was beyond the control of the schools especially since the behavior began as early as Head Start.

Dr. Pitt stated that there had to be a focus on students identified early as showing aggressive behavior. They had to try to work with parents in terms of explaining what they could do to help support a change in behavior. Without knowing it, some parents encouraged aggressive behavior on the part of a child. He thought they could provide support to teachers in early childhood programs regarding children with these behaviors and children who missed a lot of school. The school system and other agencies had to focus on a couple of these areas and see if there were some things they could get parents to recognize.

Dr. Cronin suggested that the danger here was the potential for labelling of students and then the self-fulfilling prophecies of the profile. He asked how they could avoid doing that. Mr. Hawkins replied that he had discussed this particular issue with A&S staff in Area 2. They were enthusiastic because the study validated some of the things they had been saying about certain types of students. This was a concern, but it was his feeling that if people were serious enough about addressing some of these issues, they would overlook the tendency to stereotype.

Dr. Cronin asked if early intervention could help that child from becoming part of the category. Dr. Pitt replied that this was an assumption they could make, but at this point it was not a conclusion. They needed to test this out.

Mrs. Hobbs asked when there would be a report on the telephone survey done in 1986-87. Dr. Frechtling thought it would be ready in a couple of months.

Mrs. Hobbs called attention to page E-3 of the dropout report. It mentioned a federal definition which was due in December, and she wondered if they had received that. Dr. Frechtling replied that the state had received a definition, but she did not know what its status was. MCPS needed more time to look at the definition and to talk with the state.

Mrs. Hobbs said the report stated that the overall dropout rate had increased during the last four years. She pointed out that if they looked back to 1982-83 data, they could see the rate had been

increasing since then. If they included the 87-88 school year, the rate had increased for the last six years. They did not get a clear picture when they included the seventh and eighth grade. The dropout rate had increased in Grades 9-12 since 1983-84 when it was 2.4 percent up to 3.6 percent at a time when they had a senior high enrollment which had been on the decline. Dr. Frechtling explained that a percentage was a percentage, and they corrected for this if they had 100 students or 1,000 students. The only issue was how stable their estimate was given the size of a population. She agreed with Mrs. Hobbs that there had been a slight increase in the rate in the time period she had mentioned.

Mrs. Hobbs thought there might be errors in the way that students were coded. In the report, they made mention of registrars determining why a student left school. She hoped that they realized that at the school it was not the registrar who made the decision. Usually it was an administrator who would determine which code should be given. Dr. Frechtling agreed to look at this as they analyzed the interviews.

Mrs. Hobbs called attention to page 13 and the three bullets at the bottom of the page. The first two specified MCPS policy, but in the last bullet where they talked about parental consent, they omitted MCPS policy. She reported that parental consent was not required. She said that her most serious question had to do with Dr. Cody's report on Hispanic students from January 9, 1987. In that document there was a table that listed race and sex and covered three school years. She was impressed because this was an unduplicated count, and these numbers were supposed to be 100 percent accurate. In the recent report, they had looked at the same period of time, 1983-84, 1984-85, and 1985-86. The two tables did not agree. Dr. Frechtling thought that different assumptions were used in calculating the two sets of numbers, and she would respond in writing to the Board.

It seemed to Mr. Ewing that the study on suspension was an extremely valuable one. He was very much in agreement with Dr. Pitt's view of what those directions were. He would suggest that there might be an additional number of steps they would want to take. As a school, they might want to be much more explicit in the future about their behavioral expectations of students. They did some of that already, but he thought it should be reviewed and reconsidered in the light of this study particularly for elementary school students. While it made sense to leave out the SED students, it was also clear that the line between their behavior and that of some of these students was not clear. It was clear that for a time many of these students were pretty distressed. If they had included a sample of those students, they might have gotten a very different picture.

Mr. Ewing suggested that as they thought about their strategy more comprehensively with regard to students who suffer from some form of emotional disturbance, they ought to think about it in terms of these issues as well. Counseling at the elementary level was a big help, but it might be that a strategy that helped counselors do the identification process with respect to students exhibiting some of



RESOLUTION NO. 160-89    Re:    CHURCHILL CLUSTER ELEMENTARY  
BOUNDARY CHANGES

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

WHEREAS, A Churchill cluster advisory group was formed to study possible elementary boundary changes within the cluster to better utilize available space; and

WHEREAS, The superintendent recommended student reassignments following a study of staff and community comments; and

WHEREAS, The Board of Education conducted a public hearing on February 21, 1989, on the recommendations; now therefore be it

RESOLVED, That effective September, 1989, the boundaries for elementary schools in the Churchill cluster be modified as follows:

- o Reassign the portion of the Avenel subdivision presently assigned to Seven Locks Elementary School to Potomac Elementary School, effective September, 1989, for Grades K-4.
- o Reassign the undeveloped Potomac Crest subdivision (formally the LCDR Tract) at the corner of Seven Locks Road and Tuckerman Lane from the Bells Mill Elementary School and Cabin John Middle School service areas to Beverly Farms Elementary School and Hoover Middle School.

and be it further

RESOLVED, That space needs in the cluster be reevaluated as part of the annual review process to determine if additional solutions will be needed; and be it further

RESOLVED, That planning begin in FY 1990 to consider relocation of the Highly Gifted Center now located at Bells Mill Elementary School by school year 1991-92.

Re:    ROCKVILLE AND SHERWOOD CLUSTER  
BOUNDARY CHANGES

Mrs. DiFonzo moved and Mrs. Praisner seconded the following:

WHEREAS, Some students living east of Georgia Avenue and attending Flower Valley Elementary School articulate to Farquhar Middle School and Sherwood High School; and

WHEREAS, Members of the Board of Education requested that MCPS staff

determine if the students living in the Flower Valley East area have a preference to continue in the present articulation pattern or to change it to articulate to Earle B. Wood Middle School and Rockville High School with the rest of the Flower Valley Elementary School students; and

WHEREAS, Parents in this area were surveyed, and the majority responding expressed a preference for articulation to Earle B. Wood Middle School and Rockville High School; and

WHEREAS, The Board of Education conducted a public hearing on February 21, 1989, for further community comment; now therefore be it

RESOLVED, That effective September, 1990, the boundaries between the Rockville and Sherwood clusters be modified as follows:

- o Approve transfers to Earle B. Wood Middle School and Rockville High School, with transportation in 1989, to provide a transition period and allow for community adjustment.
- o Reassign students to Earle B. Wood Middle School and Rockville High School from the service area of Flower Valley Elementary School east of Georgia Avenue, beginning with Grades 6 and 9 in 1990.

Re: A MOTION BY MRS. HOBBS TO AMEND THE  
PROPOSED RESOLUTION ON ROCKVILLE AND  
SHERWOOD CLUSTER BOUNDARY CHANGES  
(FAILED)

A motion by Mrs. Hobbs to amend the proposed resolution on Rockville and Sherwood Cluster Boundary Changes by adding a bullet to permit students who are currently attending Farquhar Middle School to be allowed to continue at Farquhar and Sherwood with transportation provided failed with Mr. Ewing, Mr. Goldensohn, and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg voting in the negative.

RESOLUTION NO. 161-89 Re: ROCKVILLE AND SHERWOOD CLUSTER  
BOUNDARY CHANGES

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Praisner, 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, Some students living east of Georgia Avenue and attending Flower Valley Elementary School articulate to Farquhar Middle School and Sherwood High School; and

WHEREAS, Members of the Board of Education requested that MCPS staff determine if the students living in the Flower Valley East area have

a preference to continue in the present articulation pattern or to change it to articulate to Earle B. Wood Middle School and Rockville High School with the rest of the Flower Valley Elementary School students; and

WHEREAS, Parents in this area were surveyed, and the majority responding expressed a preference for articulation to Earle B. Wood Middle School and Rockville High School; and

WHEREAS, The Board of Education conducted a public hearing on February 21, 1989, for further community comment; now therefore be it

RESOLVED, That effective September, 1990, the boundaries between the Rockville and Sherwood clusters be modified as follows:

- o Approve transfers to Earle B. Wood Middle School and Rockville High School, with transportation in 1989, to provide a transition period and allow for community adjustment.
- o Reassign students to Earle B. Wood Middle School and Rockville High School from the service area of Flower Valley Elementary School east of Georgia Avenue, beginning with Grades 6 and 9 in 1990.

Re: KENNEDY CLUSTER ELEMENTARY BOUNDARY  
CHANGES

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

WHEREAS, The Board of Education adopted actions on November 22, 1988, and December 13, 1988, which changed the external boundaries of the Kennedy cluster, assigning some areas into the cluster and some areas out of the cluster; and

WHEREAS, An advisory group of Kennedy cluster representatives and a representative of the Longmeade community met during December, 1988, and January, 1989, with MCPS staff to review enrollment growth, racial balance, and the housing profile of the cluster elementary schools; and

WHEREAS, The superintendent reviewed recommendations of the advisory group and alternatives developed by staff for changes to boundaries and organization of Kennedy cluster elementary schools; and

WHEREAS, The superintendent recommended student reassignments and organization change for Kennedy cluster elementary schools; and

WHEREAS, The Board of Education conducted a public hearing on February 21, 1989, on the superintendent's recommendations and on an alternative to these recommendations; now therefore be it

RESOLVED, That effective September, 1989, the following changes be implemented for Kennedy cluster elementary schools:

- o Reassign the portion of Bel Pre Elementary School service area west of Layhill Road and south of, and including, the Barrie Day School-Day Camp property, to Georgian Forest Elementary School. Begin with Grades K-4 in 1989.
- o Reassign the portion of Glenallan Elementary School service area known as Georgian Woods to Kemp Mill. Begin with Grades K-4 in 1989.
- o Assign the Doral subdivision to Glenallan Elementary School. Assign Grades K-5 in 1989.
- o Pair Bel Pre Elementary School and Strathmore Elementary School and assign the Longmeade community as defined in December 13, 1988, Board action to these paired schools. In 1989 begin operation of Bel Pre Elementary School for Grades HS/K-2, and Strathmore Elementary School for Grades 3-5.

Re: A MOTION BY MR. GOLDENSOHN TO AMEND  
THE PROPOSED RESOLUTION ON THE  
KENNEDY CLUSTER (FAILED)

A motion by Mr. Goldensohn to amend the proposed resolution on the Kennedy Cluster by deleting the pairing of Bel Pre and Strathmore but retaining the assignment of Longmeade to Strathmore failed for lack of a second.

Dr. Shoenberg asked that the pairing issue be voted on separately.

RESOLUTION NO. 162-89 Re: KENNEDY CLUSTER ELEMENTARY BOUNDARY  
CHANGES

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 adopted actions on November 22, 1988, and December 13, 1988, which changed the external boundaries of the Kennedy cluster, assigning some areas into the cluster and some areas out of the cluster; and

WHEREAS, An advisory group of Kennedy cluster representatives and a representative of the Longmeade community met during December, 1988, and January, 1989, with MCPS staff to review enrollment growth, racial balance, and the housing profile of the cluster elementary schools; and

WHEREAS, The superintendent reviewed recommendations of the advisory group and alternatives developed by staff for changes to boundaries

and organization of Kennedy cluster elementary schools; and

WHEREAS, The superintendent recommended student reassignments and organization change for Kennedy cluster elementary schools; and

WHEREAS, The Board of Education conducted a public hearing on February 21, 1989, on the superintendent's recommendations and on an alternative to these recommendations; now therefore be it

RESOLVED, That effective September, 1989, the following changes be implemented for Kennedy cluster elementary schools:

- o Reassign the portion of Bel Pre Elementary School service area west of Layhill Road and south of, and including, the Barrie Day School-Day Camp property, to Georgian Forest Elementary School. Begin with Grades K-4 in 1989.
- o Reassign the portion of Glenallan Elementary School service area known as Georgian Woods to Kemp Mill. Begin with Grades K-4 in 1989.
- o Assign the Doral subdivision to Glenallan Elementary School. Assign Grades K-5 in 1989.

RESOLUTION NO. 163-89 Re: KENNEDY CLUSTER ELEMENTARY BOUNDARY CHANGES

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Shoenberg, 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:

WHEREAS, The Board of Education adopted actions on November 22, 1988, and December 13, 1988, which changed the external boundaries of the Kennedy cluster, assigning some areas into the cluster and some areas out of the cluster; and

WHEREAS, An advisory group of Kennedy cluster representatives and a representative of the Longmeade community met during December, 1988, and January, 1989, with MCPS staff to review enrollment growth, racial balance, and the housing profile of the cluster elementary schools; and

WHEREAS, The superintendent reviewed recommendations of the advisory group and alternatives developed by staff for changes to boundaries and organization of Kennedy cluster elementary schools; and

WHEREAS, The superintendent recommended student reassignments and organization change for Kennedy cluster elementary schools; and

WHEREAS, The Board of Education conducted a public hearing on February 21, 1989, on the superintendent's recommendations and on an alternative to these recommendations; now therefore be it

RESOLVED, That effective September, 1989, the following changes be implemented for Kennedy cluster elementary schools:

- o Pair Bel Pre Elementary School and Strathmore Elementary School and assign the Longmeade community as defined in December 13, 1988, Board action to these paired schools. In 1989 begin operation of Bel Pre Elementary School for Grades HS/K-2, and Strathmore Elementary School for Grades 3-5.

Re: SPRINGBROOK CLUSTER ELEMENTARY  
BOUNDARY CHANGES AND MIDDLE SCHOOL  
ASSIGNMENTS

Mr. Ewing moved and Mr. Goldensohn seconded the following:

WHEREAS, The Board of Education adopted on November 22, 1988, middle school reorganization for the Springbrook cluster effective September, 1991; and

WHEREAS, The Board of Education requested FY 1990 funds to open the Burnt Mills facility as a Grades K-5 school in September, 1990, and the new North Springbrook area elementary school in September, 1991; and

WHEREAS, An advisory committee with representation from all affected schools in the cluster was convened to review potential elementary and middle school assignments; and

WHEREAS, The superintendent recommended student assignments for elementary and middle schools following a study of staff and community comments; and

WHEREAS, The Board of Education requested development of three alternatives to the superintendent's recommendations; and

WHEREAS, The Board of Education conducted a public hearing on the recommendations and alternatives on February 21, 1989; and

WHEREAS, The timing of middle school reorganization and modernization and opening of new facilities in the cluster potentially are affected by the availability of the Argyle facility and upcoming actions by the County Council; now therefore be it

RESOLVED, That the cluster reorganize Grades K-5/6-8 for September, 1990; and be it further

RESOLVED, That the Key Middle School assignments begin with Grades 6-7 for the 1990-91 school year; and be it further

RESOLVED, That White Oak Middle School be housed during its modernization in the Argyle facility when available, anticipated for September, 1990, and modernization will begin September, 1991, if Argyle is not available for September, 1990; and be it further

RESOLVED, That boundaries for cluster elementary schools and their assignments to middle school be established as follows:

Broad Acres Elementary School: Reorganize for Grades HS-5, and assign to White Oak Middle School for Grades 6-8, September, 1990

- o Continue present boundaries
- o Establish a comprehensive educational support program for students, with a preschool component including Head Start
- o Continue SLD programs

Cresthaven Elementary School: Reorganize for Grades HS-5, and assign to Key Middle School, beginning with Grades 6-7, September, 1990. Student reassignments begin For Grades K-5 in September, 1990

- o Receive students from Jackson Road Elementary School living west of Oak Leaf Drive, south of Route 29
- o Assign to Jackson Road Elementary School the following apartments: Montgomery White Oak, Montgomery Paint Branch, and the new Yorkshire Paint Branch
- o Assign to Burnt Mills Elementary School all other housing east of New Hampshire Avenue between Route 29 and the Naval Ordnance Laboratory
- o Establish program for severely and profoundly handicapped students

Burnt Mills Elementary School: Organize for Grades HS-5, and assign to Key Middle School, beginning with Grades 6-7, September, 1990

- o Receive students from Cresthaven Elementary School as described above
- o Receive students from Jackson Road Elementary School living on Oak Leaf Drive, and students living north of Route 29 and west of New Hampshire Avenue up to and including Blick Drive, Greenhill Way, and Borges Avenue
- o Receive pre-academic/SLD programs for Jackson Road Elementary School

Jackson Road Elementary School: Reorganize for Grades HS-5, and assign to White Oak Middle School for Grades 6-8, September, 1990. Student reassignments begin for Grades K-5 in September, 1990

- o Reassign students with Cresthaven Elementary School as described
- o Reassign students and programs to Burnt Mills Elementary School as described

- o Receive students from Westover Elementary School living south of Randolph Road and west of New Hampshire Avenue
- o Provide Head Start program for Burnt Mills Elementary School and Jackson Road Elementary School

Cannon Road Elementary School: Reorganize for Grades K-5, and assign to Key Middle School, beginning with Grades 6-7, September, 1990

- o Continue present boundaries
- o Relocated Center for Highly Gifted to North Springbrook Elementary School, September, 1991
- o Continue Special Education-Language program

Westover Elementary School: Reorganize for Grades K-5, and assign to White Oak Middle School, Grades 6-8, September, 1990. Students living in the North Springbrook Elementary School service area are assigned to Key Middle School, beginning with Grades 6-7, September, 1990. Student reassignments in Grades K-5 begin September, 1991, except as noted

- o Reassign students to Jackson Road Elementary School as described above, K-5 September, 1990
- o Reassign students to North Springbrook Elementary School living east of New Hampshire Avenue
- o Receive students from Stonegate Elementary School living south of Bonifant Road
- o Receive Early Childhood-Language program from Stonegate Elementary School
- o Establish Area 1 preschool education program (PEP)
- o Relocate Head Start program to North Springbrook Elementary School

North Springbrook Elementary School: All students in the North Springbrook Elementary School service area are assigned to Key Middle School, beginning with Grades 6-7, September, 1990. Student assignments begin for Grades K-5 in September, 1991

- o Receive students from Westover Elementary School as described above
- o Receive students from Stonegate Elementary School living east of New Hampshire Avenue (Peachwood/Windridge)
- o Receive the Center for the Highly Gifted from Cannon Road Elementary School

- o Receive Head Start program from Westover Elementary School

Stonegate Elementary School: Reorganize for Grades HS-5, and assign to White Oak Middle School, September, 1990. Students living in the North Springbrook Elementary School service area are assigned to Key Middle School, beginning with Grades 6-7 in September, 1990. Student reassignments begin for Grades K-5 in September, 1991

- o Reassign students to Westover Elementary School as described above
- o Reassign students to North Springbrook Elementary School as described above
- o Relocate Early Childhood-Language program to Westover Elementary School
- o Continue all-day kindergarten program

Mr. Ewing asked that the Board divide the question on middle schools and boundaries.

RESOLUTION NO. 164-89 Re: SPRINGBROOK CLUSTER MIDDLE SCHOOL ASSIGNMENTS

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

WHEREAS, The Board of Education adopted on November 22, 1988, middle school reorganization for the Springbrook cluster effective September, 1991; and

WHEREAS, The Board of Education requested FY 1990 funds to open the Burnt Mills facility as a Grades K-5 school in September, 1990, and the new North Springbrook area elementary school in September, 1991; and

WHEREAS, An advisory committee with representation from all affected schools in the cluster was convened to review potential elementary and middle school assignments; and

WHEREAS, The superintendent recommended student assignments for elementary and middle schools following a study of staff and community comments; and

WHEREAS, The Board of Education requested development of three alternatives to the superintendent's recommendations; and

WHEREAS, The Board of Education conducted a public hearing on the recommendations and alternatives on February 21, 1989; and

WHEREAS, The timing of middle school reorganization and modernization



RESOLUTION NO. 166-89 Re: SPRINGBROOK CLUSTER ELEMENTARY BOUNDARY  
CHANGES AND MIDDLE SCHOOL ASSIGNMENTS

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

WHEREAS, The Board of Education adopted on November 22, 1988, middle school reorganization for the Springbrook cluster effective September, 1991; and

WHEREAS, The Board of Education requested FY 1990 funds to open the Burnt Mills facility as a Grades K-5 school in September, 1990, and the new North Springbrook area elementary school in September, 1991; and

WHEREAS, An advisory committee with representation from all affected schools in the cluster was convened to review potential elementary and middle school assignments; and

WHEREAS, The superintendent recommended student assignments for elementary and middle schools following a study of staff and community comments; and

WHEREAS, The Board of Education requested development of three alternatives to the superintendent's recommendations; and

WHEREAS, The Board of Education conducted a public hearing on the recommendations and alternatives on February 21, 1989; and

WHEREAS, The timing of middle school reorganization and modernization and opening of new facilities in the cluster potentially are affected by the availability of the Argyle facility and upcoming actions by the County Council; now therefore be it

RESOLVED, That boundaries for cluster elementary schools and their assignments to middle school be established as follows:

Broad Acres Elementary School: Reorganize for Grades HS-5, and assign to White Oak Middle School for Grades 6-8, September, 1990

- o Continue present boundaries
- o Establish a comprehensive educational support program for students, with a preschool component including Head Start
- o Continue SLD programs

Cresthaven Elementary School: Reorganize for Grades HS-5, and assign to Key Middle School, beginning with Grades 6-7, September, 1990. Student reassignments begin For Grades K-5 in September, 1990

- o Receive students from Jackson Road Elementary School living west of Oak Leaf Drive, south of Route 29
- o Assign to Jackson Road Elementary School the following apartments: Montgomery White Oak, Montgomery Paint Branch, and the new Yorkshire Paint Branch
- o Assign to Burnt Mills Elementary School all other housing east of New Hampshire Avenue between Route 29 and the Naval Ordnance Laboratory
- o Establish program for severely and profoundly handicapped students

Burnt Mills Elementary School: Organize for Grades HS-5, and assign to Key Middle School, beginning with Grades 6-7, September, 1990

- o Receive students from Cresthaven Elementary School as described above
- o Receive students from Jackson Road Elementary School living on Oak Leaf Drive, and students living north of Route 29 and west of New Hampshire Avenue up to and including Blick Drive, Greenhill Way, and Borges Avenue
- o Receive pre-academic/SLD programs for Jackson Road Elementary School

Jackson Road Elementary School: Reorganize for Grades HS-5, and assign to White Oak Middle School for Grades 6-8, September, 1990. Student reassignments begin for Grades K-5 in September, 1990

- o Reassign students with Cresthaven Elementary School as described
- o Reassign students and programs to Burnt Mills Elementary School as described
- o Receive students from Westover Elementary School living south of Randolph Road and west of New Hampshire Avenue
- o Provide Head Start program for Burnt Mills Elementary School and Jackson Road Elementary School

Cannon Road Elementary School: Reorganize for Grades K-5, and assign to Key Middle School, beginning with Grades 6-7, September, 1990

- o Continue present boundaries
- o Relocated Center for Highly Gifted to North Springbrook Elementary School, September, 1991
- o Continue Special Education-Language program

Westover Elementary School: Reorganize for Grades K-5, and assign to White Oak Middle School, Grades 6-8, September, 1990. Students living in the North Springbrook Elementary School service area are assigned to Key Middle School, beginning with Grades 6-7, September, 1990. Student reassignments in Grades K-5 begin September, 1991, except as noted

- o Reassign students to Jackson Road Elementary School as described above, K-5 September, 1990
- o Reassign students to North Springbrook Elementary School living east of New Hampshire Avenue
- o Receive Early Childhood-Language program from Stonegate Elementary School
- o Establish Area 1 preschool education program (PEP)
- o Relocate Head Start program to North Springbrook Elementary School

North Springbrook Elementary School: All students in the North Springbrook Elementary School service area are assigned to Key Middle School, beginning with Grades 6-7, September, 1990. Student assignments begin for Grades K-5 in September, 1991

- o Receive students from Westover Elementary School as described above
- o Receive students from Stonegate Elementary School living east of New Hampshire Avenue (Peachwood/Windridge)
- o Receive the Center for the Highly Gifted from Cannon Road Elementary School
- o Receive Head Start program from Westover Elementary School

Stonegate Elementary School: Reorganize for Grades HS-5, and assign to White Oak Middle School, September, 1990. Students living in the North Springbrook Elementary School service area are assigned to Key Middle School, beginning with Grades 6-7 in September, 1990. Student reassignments begin for Grades K-5 in September, 1991

- o Reassign students to North Springbrook Elementary School as described above
- o Relocate Early Childhood-Language program to Westover Elementary School
- o Continue all-day kindergarten program

For the record, Mrs. Praisner made the following statement:

"I would like to be in support of all motions of the Board on this issue with the exception of the motion on Stratford Woods if that could be accommodated as far as the assignment because I think that is a mistake."

RESOLUTION NO. 167-89 Re: AMENDMENTS TO THE FY 1990 CAPITAL BUDGET  
AND FY 1990-95 CAPITAL IMPROVEMENTS  
PROGRAM (CIP)

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

WHEREAS, Based on the most recent information, there is a need to amend the FY 1990 Capital Budget and the FY 1990-95 Capital Improvements Program; now therefore be it

RESOLVED, That the Board of Education amend its FY 1990 Capital Improvements Program as follows:

A \$2,500,000 appropriation request in FY 1990 for Future School Sites;

A \$2,979,000 expenditure increase in the Future School Modernization/Renovation project for Oakland Terrace;

A \$116,000 appropriation request in FY 1990 and an \$880,000 increase in expenditures for Kennedy Cluster Additions;

A revision to the White Oak Intermediate modernization project to reflect initiation for construction in summer 1990 (FY 1991);

and be it further

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

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner commented that they had received a letter from the mayor of Rockville regarding the 270 interchange at Falls Road and the ramps and pedestrian crossings for West Middle School. She asked about the status of the assessment of the crossing pattern issues and the possibility of transportation for students in that area. She also wanted to know whether this was going to be reviewed with the Police Department.

2. Dr. Shoenberg remarked that on Friday and Saturday he had the pleasure of judging the county forensics tournament. He was impressed by the quality of work that MCPS did, and he reported that

one of the stars of that was Erik Bertin from Damascus High School who had spoken to the Board this morning on social studies.

RESOLUTION NO. 168-89 Re: EXECUTIVE SESSION - MARCH 28, 1989

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

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

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on March 28, 1989, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

Re: CURRENT AND FUTURE NEEDS FOR MCPS  
MAGNET SCHOOLS

On February 14, 1989, Mrs. Praisner moved and Dr. Shoenberg seconded the following:

RESOLVED, That the Board of Education direct the superintendent to develop a paper and plan that spells out current and future resource and staffing needs for MCPS magnet schools; such paper should include current enrollment, staff that is assigned to the school based on that enrollment and MCPS guidelines (including staff that is assigned based not solely on numbers but on school characteristics and needs), enrollment and staffing projections for the next five years, magnet description, staff assigned to the school based on the magnet design, and projections for the magnet and staff/resource need changes over the next five years; and this paper/plan should also include facility implications, if any, and current or future plans for involvement of other government services/agencies/programs; and be it further

RESOLVED, That each school staff and community shall receive copies of the information pertaining to their school for their comments and reactions, and once this has been accomplished, and before the fall facility process, the Board of Education will schedule a discussion of magnet school programs and plans.

Re: A MOTION BY MR. EWING TO AMEND THE

PROPOSED RESOLUTION ON MAGNET SCHOOLS  
(FAILED)

A motion by Mr. Ewing to amend the proposed resolution on magnet schools by adding a Resolved clause after the first Resolved clause,

"RESOLVED, That the Board of Education establish two advisory groups, one in the Blair cluster and one in the B-CC cluster, comprised of parents, staff, and community representatives from each school to review the data, the needs, the proposed plans for the future, and to offer advice to the Board on what ought to be done" failed with Mr. Ewing and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg voting in the negative.

For the record, Mr. Ewing made the following statement:

"I hope that the Board will not refuse to listen to the Blair community as a community and as a group because that is the kind of recommendation you are going to get, you are not going to get school by school recommendations."

RESOLUTION NO. 169-89 Re: CURRENT AND FUTURE NEEDS FOR MCPS  
MAGNET SCHOOLS

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

RESOLVED, That the Board of Education direct the superintendent to develop a paper and plan that spells out current and future resource and staffing needs for MCPS magnet schools; such paper should include current enrollment, staff that is assigned to the school based on that enrollment and MCPS guidelines (including staff that is assigned based not solely on numbers but on school characteristics and needs), enrollment and staffing projections for the next five years, magnet description, staff assigned to the school based on the magnet design, and projections for the magnet and staff/resource need changes over the next five years; and this paper/plan should also include facility implications, if any, and current or future plans for involvement of other government services/agencies/programs; and be it further

RESOLVED, That each school staff and community shall receive copies of the information pertaining to their school for their comments and reactions, and once this has been accomplished, and before the fall facility process, the Board of Education will schedule a discussion of magnet school programs and plans.

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

RESOLUTION NO. 170-89 Re: REQUIREMENTS FOR ELEMENTARY SCHOOL  
TEACHERS

On motion of Mr. Ewing seconded by Dr. Shoenberg, the following

resolution was adopted with Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, Mrs. Hobbs, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg voting in the affirmative; Dr. Cronin moving in the negative:

RESOLVED, That the Board of Education review the issue of elementary school teacher requirements as we apply those in Montgomery County given that there are, of course, state requirements, there are typical requirements for obtaining a bachelor's degree in elementary education, and there are state requirements for certification; and that the review include whether or not the Board might wish to establish standards that go beyond the existing standards given some of the information that has arisen as the Board has considered elementary instruction particularly in science and math.

For the record, Dr. Cronin made the following statement:

"I would hope although it does not mention it here that there be an active, complete involvement of MSTA and MCEA in this issue because I think they do have a major concern about teacher credentials."

RESOLUTION NO. 171-89 Re: ISSUES RELATED TO ESOL STUDENTS

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

RESOLVED, That the Board of Education consider issues relating to the effectiveness of ESOL programs in the future, and the impact of ESOL programs on the regular classroom instruction, costs of programs, the need for ancillary services beyond language for those students whose native language is not English, and related issues.

For the record, Mrs. Praisner made the following statement:

"I am abstaining not because I think this needs to be done, but I think the first step is to get the DEA study."

Mrs. DiFonzo expressed her agreement with Mrs. Praisner's remarks.

RESOLUTION NO. 172-89 Re: SCHOOL/COMMUNITY COUNSELOR WORK GROUP  
(MENTAL HEALTH)

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

RESOLVED, That the officers of the Board of Education schedule the same presentation of the report by the school and community counselor work group that was presented to the County Council on January 24.

RESOLUTION NO. 173-89 Re: CABLE TELECASTING FOR BOARD MEETINGS

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

RESOLVED, That the superintendent be directed to develop a plan to make the Board Room and the auditorium suitable for cable telecasting of Board of Education meetings.

RESOLUTION NO. 174-89 Re: BOE APPEAL NO. 1989-1

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

RESOLVED, That the Board of Education dismiss BOE Appeal No. 1989-1, student transfer.

RESOLUTION NO. 175-89 Re: BOE APPEAL NO. 1989-4

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

RESOLVED, That the Board of Education dismiss BOE Appeal No. 1989-4, student transfer.

RESOLUTION NO. 176-89 Re: BOE APPEAL NO. 1988-8

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1988-8, a personnel matter.

Re: NEW BUSINESS

Mr. Ewing said he had proposed that the Board ought to review the monthly financial report in public session at the all-day Board meeting in April. Dr. Pitt indicated that he had no problem with that at all, and Dr. Cronin said the Board officers would look at the agenda and schedule.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report

Re: ADJOURNMENT

The president adjourned the meeting at 5:55 p.m.

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PRESIDENT

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SECRETARY

HP:mlw