



funds in enterprise funds from the County's affordability guidelines." Dr. Vance remarked that this update with recommendations for FY 1993 was ambitious. He pointed out that these were preliminary ideas that did not come to the Board with recommendations from him.

Mr. Bowers reported that last January the Board adopted a resolution establishing a staff work group to develop ideas and suggestions for savings and efficiencies within the school system. In addition, the Board established a citizens' task force which reported in the early spring. The report before the Board this evening was an update of the staff's recommendations from last year and a listing of about 40 additional ideas for cost savings. Staff throughout the school system worked to come up with ideas to save money or to create some efficiencies. He would also touch briefly on some of the recommendations made by the task force.

Mr. Bowers said there were items that had not been dealt with because they required meetings with employee organizations and raised the possibility of contract renegotiations. There were other recommendations that required a longer look. Two of these were in the area of special education. One of these was the recommendation of the task force to return special education students to their home schools. A work group was now looking at that. The second one was to begin to bring pre-school special education students back into the public school programs. They expected to have a report on this in the next several months.

The report presented by the staff group last year did not include recommendations related to the schools and the classroom. This report did have some of those recommendations, and the task force report last year had some recommendations for classroom organization and the organization of the staff within the schools. There were some additional recommendations regarding the contracting of services. The Council's Commission on Efficiency had hired consultants who had looked at areas where MCPS could do more contracting out. The staff also looked at areas where they could do work in-house rather than going outside.

Mr. Bowers stated that the organization of the report tried to touch almost every part of MCPS. There were recommendations from maintenance to transportation to food services. He pointed out that this was a preliminary report, and over the next six to eight weeks staff would be doing a cost analysis of some recommendations after getting feedback from the Board. They hoped to incorporate some of these into the FY 1993 budget.

Mr. Bowers explained that the first recommendation had to do with providing principals with more flexibility in handling staffing, materials, and other accounts. It would not necessarily be a

cost-saving measure, but it would give principals and schools more flexibility and make them more efficient. Mrs. Gemberling would be setting up a group to look at how this could be done. In terms of elementary, mid-level, and high schools, they had looked at the issue of both increasing class sizes and raising the ceilings for which they provided the maximum class size guidelines. These were issues that would be debated a great deal. One of the recommendations of the task force was to look at teaching teams, providing more aides, reducing the number of teachers, and yet improving the ratio of adults to students.

\*Mrs. DiFonzo joined the meeting at this point.

Mr. Bowers said they had looked at the possibility of using more technology in the classroom and more support for teachers through technology and other measures. They had talked about developing more curriculum through the use of contractual money rather than EYE; however, this was related to the contract with MCEA. They had some recommendations in Staff Development having to do with creating relationships with colleges and universities where MCPS would have specific programs set up with universities to make better use of tuition funds. They were looking at ways of automating processes to make savings.

In regard to special education, Mr. Bowers said there were two areas of the previous report they were not able to follow through on. They had backed off from recovering some special education costs from the health insurance of parents. They had discussed this with a number of jurisdictions and found that there were problems. The other recommendation was to work with Kodak and Xerox to train students to repair copiers; however, this had fallen through.

Mr. Bowers pointed out that at the back of the report they had attempted to put together a summary to show the Board the status of previous recommendations and indicate where there were potential savings and productivity increases. There were a couple of new areas under Financial Services. The Board had tried to get a grants coordinator for a number of years, and staff was suggesting they use the Educational Foundation as a mechanism to seek more grants. They hoped to get money into the Foundation to support a position for a grants coordinator.

They had looked at the area of maintenance. They had looked at the delivery of supplies to school sites and having maintenance workers report directly to school sites. They had also looked at contracting out painting, and some of these issues were related to their agreement with MCCSSE. They had examined the mix of services provided in-house and by contractors. They were looking at ways in which they could change the time for maintenance workers to do their work so that the work did not disrupt the instructional program. Another recommendation in the previous

report was computerized routing, and they were suggesting they not go forward with this because of the expense of the program. They did think that the improvement would be significant enough to make up for the cost of the program. They had a new recommendation to contract out for some of their large data conversion operations. They had nine people in this unit, and by contracting out some of these services, they could save money.

Mr. Bowers said they had spent a great deal of time on Procurement. They had worked closely with other agencies to get the greatest buying power. He pointed out that because MCPS was so large, Montgomery College and the county government benefitted from joining with them on bids. They were looking at cooperative bids with COG and the State of Maryland. Another issue was the cost of negotiating uniforms for schools for athletics, cheerleading, and poms. Currently schools negotiated their own prices, and these varied significantly from school to school.

In regard to Supply and Property Management, they had several new ideas. One of them was a "just in time" ordering of supplies which had been discussed by one of the consultants employed by the Council's Commission on Efficiency and Effectiveness. In Transportation, they had saved a significant amount of money in this year's budget by widening the window. There could be some additional savings in that area. They had looked at summer school transportation as a possible way to save some additional funds as well as the utilization of activity buses. They had additional recommendations in the area of utilities and energy management. While they had saved a tremendous amount of money here, they were looking at the Prince George's model where they were sharing the savings with schools. This made every principal responsible for the utilities in their school. If a principal did better than the benchmark for his or her school, they shared in the savings.

\*Ms. Gutierrez joined the meeting at this point.

Mr. Bowers reported that they had saved a great deal of money in legal services by hiring in-house staff. They felt there were more savings in this area if they had additional in-house staff. Last year they had recommended expanding enterprise funds. They had talked about shifting additional summer school programs into the fund. They were exploring another fund in the area of joint occupancy and site administration.

Dr. Frankel commented that the items labeled "new idea" were not necessarily new, but this was the first time these items had been presented to the Board. He praised the cooperation of and initiatives taken by managerial staff.

Mr. Ewing said that the Board would want to look at these and other ideas that had been proposed to find ways to achieve as

much in savings as was reasonable and possible in the next year's budget. He had heard public comments to the effect that the Board could count on public support for increased revenues as long as the public was assured the Board was seeking ways to make the system operate efficiently. The report indicated that the staff, with the strong encouragement of the superintendent and the Board, was taking a very hard and continuing look at efficiencies and savings. With the various reports, the Board had a great deal to work with. He asked citizens to submit their ideas about ways to save money. He thought that the suggestion about the Educational Foundation was a reasonable one. If appropriately designed, this could produce more in the way of interesting and useful funding for the public schools.

Mrs. Fanconi asked if staff wanted Board views on which items had the most potential for development. Mr. Bowers said they would appreciate receiving reactions from the Board. The staff was prepared to move forward on all the items unless the Board felt differently.

Mrs. Fanconi reported that as she reviewed the current budget for tomorrow's meeting, she had had to call staff to find out the impact of some of the proposals. Therefore, it would be useful to have an impact statement when the staff fleshed out these efficiency recommendations. In regard to curriculum, she would like to have some discussion about the use of contractual and part-time professional accounts. For example, why would be it preferable to use one account rather than the other? What dollars would be freed up? She also wanted to know what secondary teachers did with that sixth period now.

Mrs. Fanconi was particularly interested in two areas. There was an item about serving more pre-school handicapped children in MCPS. In another section they had talked about inclusion. When she had attended an inclusion conference in Laurel, one school system had talked about beginning inclusion in pre-school. If they were going to talk about cost savings here, they needed to talk about the philosophy and the advantages of doing that. The other issue was the central production facility and the recommendation to accelerate its construction. She hoped staff recognized that the Board had requested a staff benefit study and had some concerns about this facility. The Board had talked about contracting out services, and she wondered whether there were pieces of the food services that could be contracted out. At a time when they were talking about furloughs and layoffs, they had to be clear that the kinds of bonds that would support this facility would come out of the operating budget. She felt they should delay on this until DEA and Peat Marwick had an opportunity to review the cost benefit study.

Mrs. Hobbs pointed out that the report spoke to class size; however, the citizens' task force was adamant about not

increasing class size. She was not in favor of this recommendation. She inquired about the supervision of the 12-month media service technicians when the media specialists were 12-month positions. Dr. Frankel explained that Mrs. Dean thought that summertime would be the perfect time for the technicians to get the training they needed to maintain the networks. During the year they would be working in the schools.

Mrs. Hobbs recalled that at one of the forums conducted by Councilmember Subin, the Commission on Children and Youth spoke to interagency collaborations. They focused on this area because it appeared that MCPS was duplicating the course offerings of Montgomery College. There were many good comments at those forums, and she suggested that staff might review the testimony. For example, there was a suggestion about collaboration of MCPS security personnel with the Police Department. There was a suggestion about library services and some collaboration here.

Mrs. Hobbs asked whether any school system was currently charging for summer school transportation of students who were not special education students. Mr. Bowers agreed to follow up on this. Most school systems did not provide summer school transportation. They were looking at the SIA program as well as transportation for special education students who were not required to have a summer program.

Mrs. Hobbs asked if they could look at dual certification where a counselor was also trained to be a psychologist. In that way, students would get more service from one individual. It was her understanding that certain specific psychologists provide services to special education students. Another group of psychologists provided services to regular education students. They might have both kinds of students in a given school, and it seemed to her that it was not efficient to have two different people serving that one school.

Mrs. Brenneman thought that the entire report was extremely clever and contained a lot of good ideas. In regard to increasing class size in grades three through five, she said that instructional aides would reduce the ratio; however, in some of the classrooms the physical size of the room would not accommodate three to five more students. She said the suggestion was made that staff development would focus on "Success for Every Student." She had heard other people suggest they should not have courses in many different areas but rather should focus on one area. She thought this was a good idea to explore. She asked whether they were presently downsizing kitchens in schools, and Dr. Rohr replied that they were.

Mrs. Brenneman had a question about "improving purchasing behaviors of managers and principals." She asked for some explanation of this. Dr. Frankel replied that they were

encouraging people to buy more items from the bid list. They also encouraged staff to acknowledge when items were received so that MCPS could take advantage of early payment discounts.

Dr. Cheung said that some of the recommendations were very good. He asked if staff could separate the recommendations in terms of one-time savings versus continuous savings. He asked if they could note when an upfront investment was needed in order to save money. He asked whether staff could look into the efficiency of year-round schools. Mrs. DiFonzo asked staff to look into the cost of year-round schools if staff was going to do this research.

Ms. Gutierrez commented that they were doing what TQM recommended which was to continuously look for areas for improvement. There was one area that was not on the lists. As they built new schools and modernized existing schools, she thought there might be some areas where they might find some cost savings in regard to their educational standards. For example, they had talked about downsizing kitchens in new and renovated schools. They might decide that they should not be as elaborate, and she would like them to look at this because there was a lot of public opinion out there. Dr. Frankel said that some thought was being given to pre-wiring schools so that when they were ready to install networks, the wires would be in place and they would not have to go back later and run cable.

Mr. Ewing assumed that in the absence of any subsequent action by the Board or any comments by Board members these ideas would continue to be developed by the staff. As appropriate these ideas would come before the Board as part of the FY 1993 Operating Budget. Ms. Gutierrez echoed Mrs. Fanconi's comment on the food services, and she hoped they would hold on this until the Board received the cost benefit analysis.

Mr. Ewing said it was important to recognize that this was a major step to focus on efficiencies. These proposals in some cases went beyond looking at efficiencies because they represented some important changes in the extent, quantity, and quality of services that the public schools would offer. They had to look at every aspect of the school system's operations in their efforts to find ways to operate the schools more efficiently. He remarked that the Board looked forward to hearing from the superintendent about these ideas.

Re: BOUNDARY CHANGES FOR SOUTH LAKE AND  
CAPT. JAMES E. DALY ELEMENTARY  
SCHOOLS

Mrs. Brenneman moved and Mrs. Fanconi seconded the following:

WHEREAS, A school/community study group was established to consider space needs at Capt. James E. Daly Elementary School; and

WHEREAS, The superintendent recommended a boundary change after considering community and staff comments; and

WHEREAS, The Board of Education conducted a public hearing on the superintendent's recommendation on November 18, 1991; now therefore be it

Resolved, That effective July 1, 1992, boundaries for Capt. James E. Daly and South Lake elementary schools be changed for Grades K-6 as follows:

Capt. James E. Daly

Reassign the communities of Middlebrook Manor and Scenery Pointe (area south of Cedar Bluff Drive, east of Blunt Road and north of and including Minstrel Tune Drive) to South Lake Elementary School.

South Lake

Receive students as described above.

RESOLUTION NO. 976-91      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON BOUNDARY CHANGES FOR  
SOUTH LAKE AND DALY ELEMENTARY  
SCHOOLS

On motion of Dr. Cheung seconded by Mrs. Fanconi, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Mrs. Hobbs, and (Mr. Pishevar) voting in the negative#:

Resolved, That the proposed resolution on boundary changes for South Lake and Daly Elementary Schools be amended by the addition of the following Resolved clause:

Resolved, That the Board of Education request the superintendent to ask the area office to review the request for additional resources for South Lake.

Mrs. Hobbs assumed the chair.

November 25, 1991

RESOLUTION NO. 977-91      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON BOUNDARY CHANGES FOR  
SOUTH LAKE AND DALY ELEMENTARY  
SCHOOLS

On motion of Mr. Ewing seconded by Dr. Cheung, the following resolution was adopted with Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Ms. Gutierrez, and (Mr. Pishevar) voting in the affirmative; Mrs. Brenneman, Mrs. Fanconi, and Mrs. Hobbs voting in the negative#:

Resolved, That the proposed resolution on boundary changes for South Lake and Daly Elementary Schools be amended by adding "except for Block A of Kings Square" after "Middlebrook Manor."

Mr. Ewing assumed the chair. Mrs. DiFonzo asked that the question be divided.

RESOLUTION NO. 978-91      Re:    FIRST RESOLVED - SOUTH LAKE AND  
CAPT. JAMES E. DALY ELEMENTARY  
SCHOOLS

On recommendation of the superintendent and on motion of Mrs. Brenneman seconded by Mrs. Fanconi, the following resolution was adopted unanimously#:

WHEREAS, A school/community study group was established to consider space needs at Capt. James E. Daly Elementary School; and

WHEREAS, The superintendent recommended a boundary change after considering community and staff comments; and

WHEREAS, The Board of Education conducted a public hearing on the superintendent's recommendation on November 18, 1991; now therefore be it

Resolved, That effective July 1, 1992, boundaries for Capt. James E. Daly and South Lake elementary schools be changed for Grades K-6 as follows:

Capt. James E. Daly

Reassign the communities of Middlebrook Manor, except for Block A of Kings Square, and Scenery Pointe (area south of Cedar Bluff Drive, east of Blunt Road and north of and including Minstrel Tune Drive) to South Lake Elementary School.

South Lake

Receive students as described above.

Re: A MOTION BY DR. CHEUNG ON THE  
SECOND RESOLVED CLAUSE ON SOUTH  
LAKE AND DALY (FAILED)

A motion by Dr. Cheung on the second Resolved clause (That the Board of Education request the superintendent to ask the area office to review the request for additional resources for South Lake) failed with Dr. Cheung, Mr. Ewing, and Mrs. Fanconi voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Ms. Gutierrez, Mrs. Hobbs, and (Mr. Pishevar) voting in the negative#.

Re: BOUNDARY CHANGES FOR NORTHERN AREA  
CLUSTER SCHOOLS

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

WHEREAS, A school/community study group was established to consider projected secondary school space needs in the Gaithersburg cluster but did not propose a recommendation; and

WHEREAS, The adjacent Magruder and Damascus clusters have smaller high schools that will be undergoing additions; and

WHEREAS, The Area 2 and 3 associate superintendents considered program, student, and facility needs in the Damascus, Gaithersburg, Magruder, and Seneca Valley clusters in an effort to develop recommendations that relieve crowding in the Gaithersburg cluster while meeting the needs of the other three clusters; and

WHEREAS, The Board of Education conducted a public hearing on November 18, 1991, on recommended and Board alternative reassignments of students from Gaithersburg to the Damascus, Magruder, and Sherwood clusters and from Seneca Valley to the Damascus clusters; now therefore be it

Resolved, That students be reassigned within the Northern Area cluster schools as follows:

**Damascus Cluster**

John T. Baker Intermediate School, Damascus High School

- " Assign students from the future developments (Milestone and Seneca Crossing Section 2) in the Seneca Valley cluster to John T. Baker IS and Damascus HS beginning September 1992.
- " Reassign students from the Seneca Valley cluster living in Beau Monde Estates and Greenridge Acres and along Old Baltimore Road from Route 355 west and along Frederick Road with addresses of 21800 and above

beginning with Grade 6 to John T. Baker MS in 1995, Grade 9 to Damascus HS also in 1995. Students from this area enrolled in Seneca Valley cluster schools in June 1993, will be allowed to remain in cluster schools; however, transportation will be limited to Martin Luther King, Jr. IS through 1994 and to Seneca Valley HS through 1998.

#### Cedar Grove Elementary School

" Receive students from the new Milestone development as an interim assignment until a new elementary school is built after 1997.

#### Clarksburg Elementary School

" Receive students from Beau Monde Estates and Greenridge Acres and along Old Baltimore Road from Route 355 west and along Frederick Road with addresses of 21800 and above beginning in 1993 following modernization; beginning Grades K-4.

Damascus Elementary School #6 (see new elementary school boundary action paper)

" Receive students from the new Seneca Crossing Section 2 development (to begin occupancy around 1994).

#### **Gaithersburg Cluster**

Gaithersburg Intermediate School, Gaithersburg High School

" Reassign Flower Hill ES in the Magruder cluster, beginning with Grades 6-7 in September 1992, to the new Sherwood/Magruder MS, and Grade 9 in September 1994, to Col. Zadok Magruder HS. Reassign Judith A. Resnik ES later in the 1990's following either an addition at Redland MS or construction of a new middle school to serve the Magruder cluster.

Flower Hill Elementary School

" Reassign to Magruder cluster and reorganize to Grades K-5 in 1992. Beginning with Grades 6-7 in September 1992, assign to Sherwood/Magruder MS. Beginning with Grade 9 in September 1994, assign to Col. Zadok Magruder HS.

Judith A. Resnik Elementary School

- " Reassign to Magruder cluster in the late 1990's. Review timing of the change as part of the annual update of the CIP.

**Magruder Cluster**

Redland Middle School, Col. Zadok Magruder High School

- " Receive Flower Hill ES from the Gaithersburg cluster beginning with Grades 6-7 in September 1992, and assign to the new Sherwood/Magruder MS, and assign to Grade 9 in September 1994, to Col. Zadok Magruder HS. Receive Judith A. Resnik ES later in the 1990's following either an addition at Redland MS or construction of a new middle school to serve the Magruder cluster.
- " Sherwood/Magruder MS (see new middle school action paper)

**Seneca Valley Cluster**

Martin Luther King, Jr. Intermediate School, Seneca Valley High School

- " Assign students from the future developments (Milestone and Seneca Crossing Section 2) in the Seneca Valley cluster to John T. Baker IS and Damascus HS beginning in September 1992.
- " Reassign students as described under the Damascus cluster for the Old Baltimore Road area beginning with Grade 6, to John T. Baker MS in 1995, Grade 9 to Damascus HS also in 1995. Students from this area enrolled in Seneca Valley cluster schools in June 1993, will be allowed to remain in cluster schools; however, transportation will be limited to Martin Luther King, Jr. IS through 1994 and to Seneca Valley HS through 1998.

Waters Landing Elementary School

- " Reassign students from the new Milestone development to Cedar Grove ES as an interim assignment until a new elementary school is built after 1997.
- " Reassign students as described in the Damascus cluster for the Old Baltimore Road area to Clarksburg ES in September 1993, following modernization.

- " Reassign students from the new Seneca Crossing Section 2 development (to begin occupancy around 1994) to Damascus ES #6.

and be it further

Resolved, That the accompanying facility accommodations be adopted as shown in the FY93-98 Capital Improvements Program.

RESOLUTION NO. 979-91      Re:    A MOTION TO AMEND THE PROPOSED  
BOUNDARY CHANGES FOR NORTHERN AREA  
CLUSTER SCHOOLS

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

Resolved, That the following amendment be approved for the Northern Area Cluster Schools:

**Gaithersburg Cluster**

Gaithersburg Intermediate School, Gaithersburg High School

- o Reassign all of Gregg Road to the Sherwood cluster: to the new Sherwood/Magruder MS and to Sherwood High School, beginning with Grades 6 and 9 in 1992.

Laytonsville Elementary School

- o Reassign Gregg Road to Greenwood Elementary School in the Sherwood cluster, beginning with Grades K-5 in 1992.

RESOLUTION NO. 980-91      Re:    DAMASCUS CLUSTER

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

Resolved, That students be reassigned within the Northern Area cluster schools as follows:

**Damascus Cluster**

John T. Baker Intermediate School, Damascus High School

- " Assign students from the future developments (Milestone and Seneca Crossing Section 2) in the Seneca Valley cluster to John T. Baker IS and Damascus HS beginning September 1992.
- " Reassign students from the Seneca Valley cluster living in Beau Monde Estates and Greenridge Acres and along

Old Baltimore Road from Route 355 west and along Frederick Road with addresses of 21800 and above beginning with Grade 6 to John T. Baker MS in 1995, Grade 9 to Damascus HS also in 1995. Students from this area enrolled in Seneca Valley cluster schools in June 1993, will be allowed to remain in cluster schools; however, transportation will be limited to Martin Luther King, Jr. IS through 1994 and to Seneca Valley HS through 1998.

Cedar Grove Elementary School

" Receive students from the new Milestone development as an interim assignment until a new elementary school is built after 1997.

Clarksburg Elementary School

" Receive students from Beau Monde Estates and Greenridge Acres and along Old Baltimore Road from Route 355 west and along Frederick Road with addresses of 21800 and above beginning in 1993 following modernization; beginning Grades K-4.

Damascus Elementary School #6 (see new elementary school boundary action paper)

" Receive students from the new Seneca Crossing Section 2 development (to begin occupancy around 1994).

RESOLUTION NO. 981-91 Re: GAITHERSBURG CLUSTER

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

Resolved, That students be reassigned within the Northern Area cluster schools as follows:

**Gaithersburg Cluster**

Gaithersburg Intermediate School, Gaithersburg High School

" Reassign Flower Hill ES in the Magruder cluster, beginning with Grades 6-7 in September 1992, to the new Sherwood/Magruder MS, and Grade 9 in September 1994, to Col. Zadok Magruder HS. Reassign Judith A. Resnik ES later in the 1990's following either an addition at Redland MS or construction of a new middle school to serve the Magruder cluster.

- o Reassign all of Gregg Road to the Sherwood cluster: to the new Sherwood/Magruder MS and to Sherwood High School, beginning with Grades 6 and 9 in 1992.

Laytonsville Elementary School

- o Reassign Gregg Road to Greenwood Elementary School in the Sherwood cluster, beginning with Grades K-5 in 1992.

Flower Hill Elementary School

- " Reassign to Magruder cluster and reorganize to Grades K-5 in 1992. Beginning with Grades 6-7 in September 1992, assign to Sherwood/Magruder MS. Beginning with Grade 9 in September 1994, assign to Col. Zadok Magruder HS.

Judith A. Resnik Elementary School

- " Reassign to Magruder cluster in the late 1990's. Review timing of the change as part of the annual update of the CIP.

RESOLUTION NO. 982-91 Re: MAGRUDER CLUSTER

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

Resolved, That students be reassigned within the Northern Area cluster schools as follows:

**Magruder Cluster**

Redland Middle School, Col. Zadok Magruder High School

- " Receive Flower Hill ES from the Gaithersburg cluster beginning with Grades 6-7 in September 1992, and assign to the new Sherwood/Magruder MS, and assign to Grade 9 in September 1994, to Col. Zadok Magruder HS. Receive Judith A. Resnik ES later in the 1990's following either an addition at Redland MS or construction of a new middle school to serve the Magruder cluster.
- " Sherwood/Magruder MS (see new middle school action paper)

RESOLUTION NO. 983-91 Re: SENECA VALLEY CLUSTER

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

Resolved, That students be reassigned within the Northern Area cluster schools as follows:

**Seneca Valley Cluster**

Martin Luther King, Jr. Intermediate School, Seneca Valley High School

- " Assign students from the future developments (Milestone and Seneca Crossing Section 2) in the Seneca Valley cluster to John T. Baker IS and Damascus HS beginning in September 1992.
- " Reassign students as described under the Damascus cluster for the Old Baltimore Road area beginning with Grade 6, to John T. Baker MS in 1995, Grade 9 to Damascus HS also in 1995. Students from this area enrolled in Seneca Valley cluster schools in June 1993, will be allowed to remain in cluster schools; however, transportation will be limited to Martin Luther King, Jr. IS through 1994 and to Seneca Valley HS through 1998.

Waters Landing Elementary School

- " Reassign students from the new Milestone development to Cedar Grove ES as an interim assignment until a new elementary school is built after 1997.
- " Reassign students as described in the Damascus cluster for the Old Baltimore Road area to Clarksburg ES in September 1993, following modernization.
- " Reassign students from the new Seneca Crossing Section 2 development (to begin occupancy around 1994) to Damascus ES #6.

Re: SENECA VALLEY ELEMENTARY SCHOOL #8  
BOUNDARIES AND SENECA VALLEY  
CLUSTER MIDDLE SCHOOL BOUNDARIES

Mrs. DiFonzo moved and Mr. Pishevar seconded the following:

WHEREAS, Advisory groups of the Seneca Valley cluster met with Montgomery County Public Schools staff to develop recommendations

for boundaries for the new Seneca Valley ES #8 and for the two cluster middle schools; and

WHEREAS, The superintendent recommended boundaries for the Seneca Valley Elementary School #8 after considering community and staff advice; and

WHEREAS, The community advisory group on elementary school boundaries and the superintendent recommended housing Seneca Valley Elementary School #8 in the Middle School #1 facility for a two-year period (school years 1992-93 and 1993-94) until the elementary facility is opened in September 1994; and

WHEREAS, The Board of Education requested alternatives to the timing and assignments of students; and

WHEREAS, The Board of Education conducted a public hearing on November 18, 1991, on these recommendations and alternatives; now therefore be it

Resolved, That effective July 1, 1992, the boundary for the Grades K-6 Seneca Valley Elementary School #8, and changes to McAuliffe and Waters Landing elementary schools boundaries, be as follows:

S. Christa McAuliffe Elementary School

Reassign the area bounded by Middlebrook Road, I-270, and Route 118 - and south of Middlebrook Road residences accessed on Hickory Tree Way, Quail Woods Drive, Cross Ridge Drive (and streets that access onto Cross Ridge Drive) - and the area east of Waring Station Road including residences accessed on Hottinger Circle, Churubusco Lane and Esmond Terrace and Court, to the Seneca Valley ES #8.

Waters Landing Elementary School

Reassign the area east of I-270 - (with the exception of Beau Monde Estates, Greenridge Acres, Frederick Road residences with addresses 21800 and above, Old Baltimore Road residences, and the Milestone and Seneca Crossing Section 2 properties) - and the area west of I-270 over to Crystal Rock Drive to the Seneca Valley ES #8. (See Action paper 3.2 for assignment of areas east of I-270 that are not assigned to Seneca Valley ES #8.)

Seneca Valley ES #8

Receive students from S. Christa McAuliffe and Waters Landing elementary schools as described. Open for Grades K-6 in September 1992, in the Middle School #1 facility.





RESOLUTION NO. 987-91      Re:    SENECA VALLEY CLUSTER MIDDLE SCHOOL  
BOUNDARIES

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Pischevar, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and (Mr. Pischevar) voting in the affirmative; Mrs. Hobbs voting in the negative:

Resolved, That effective July 1, 1994, the boundaries for Middle School #1 and Martin Luther King, Jr. MS/Middle School #2 be as follows:

Middle School #1 (Waring Station Road) Open 1994

Clopper Mill ES  
Germantown ES  
S. Christa McAuliffe ES  
Ronald McNair ES  
area south of Middlebrook Road from Seneca Valley ES #8

Middle School #2 (next to Lake Seneca ES) Open 1995

(In 1994-95 school year, these assignments are to the Martin Luther King, Jr. facility)

Fox Chapel ES  
Lake Seneca ES  
Waters Landing ES  
Seneca Valley ES #8 - all areas except the area south  
of Middlebrook Road

RESOLUTION NO. 988-91      Re:    MIDDLE SCHOOL REORGANIZATION TIMING  
FOR THE SENECA VALLEY CLUSTER

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

WHEREAS, The Board of Education in March 1989, acted to reorganize the Seneca Valley cluster for middle schools with the opening of a new middle school in 1992; and

WHEREAS, In May 1989, the County Council deferred construction funding approval for the new middle school from FY91 to FY92, thus deferring the opening date from September 1992 to September 1993; and

WHEREAS, The Board of Education in November 1990 adopted a change in the Seneca Valley cluster's year of reorganization to middle schools from 1992 to 1993 to coincide with the rescheduled opening date of the new middle school; and

WHEREAS, In May 1991, the County Council funded a plan to accelerate the new middle school building opening from 1993 to 1992 and to use this facility for two years as an interim location for elementary students from S. Christa McAuliffe ES and Waters Landing ES until the programmed date of Seneca Valley ES #8 in September 1994; and

WHEREAS, A community advisory committee and the superintendent have recommended use of the new middle school facility as an interim home for Seneca Valley ES #8 for two school years, 1992-93 and 1993-94, and accordingly rescheduled the reorganization to middle school to the 1994-95 school year; and

WHEREAS, The Board of Education conducted a public hearing on these actions and recommendations on November 18, 1991; now therefore be it

Resolved, That the Seneca Valley cluster reorganize for middle schools effective July 1, 1994, using the Martin Luther King, Jr. facility and the new middle school #1 facility beginning with Grades 6-7; and be it further

Resolved, That the Seneca Valley cluster elementary schools reorganize to serve Grades K-5 effective July 1, 1994.

RESOLUTION NO. 989-91      Re:    MIDDLE SCHOOL REORGANIZATION TIMING  
FOR THE QUINCE ORCHARD CLUSTER

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

WHEREAS, The Board of Education on November 26, 1990, acted to reorganize the Quince Orchard cluster for middle schools with the opening of a new middle school in 1997; and

WHEREAS, The County Council did not approve funding to plan a new facility; and

WHEREAS, Significant savings have been developed as part of the FY 1993-98 CIP for the Quince Orchard cluster while also relieving crowding in the Seneca Valley cluster through potential assignments to the new Area 3 middle school in 1996; and

WHEREAS, The Board of Education conducted a public hearing on these recommendations on November 18, 1991; now therefore be it

Resolved, That the new Area 3 middle school facility continue on schedule to open in September 1996; and be it further

Resolved, That with completion of the new middle school, the Quince Orchard cluster reorganize to serve Grades K-5 in

elementary schools, and Grades 6-8 in Ridgeview Middle School and the new Area 3 middle school on and after July 1, 1996.

RESOLUTION NO. 991-91      Re:    MIDDLE SCHOOL REORGANIZATION TIMING  
FOR THE DAMASCUS CLUSTER

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Pishevar, the following resolution was adopted unanimously (Mr. Pishevar being temporarily absent)#:

WHEREAS, The Board of Education on November 26, 1990, acted to reorganize the Damascus cluster for middle schools with the opening of a new middle school in 1994; and

WHEREAS, The County Council did not approve funding to plan a new facility but agreed to reconsider the request for FY 1993; and

WHEREAS, Significant savings have been developed as part of the FY 1993-98 CIP while also relieving crowding in the Seneca Valley cluster; and

WHEREAS, The superintendent recommended construction of a middle school facility to open for September 1995; and

WHEREAS, The Board of Education conducted a public hearing on these recommendations on November 18, 1991; now therefore be it

Resolved, That a new Damascus middle school facility be programmed to open in September 1995; and be it further

Resolved, That with completion of the new middle school and the use of John T. Baker as a middle school, the Damascus cluster reorganize to serve Grades K-5 and Grades 6-8 on and after July 1, 1995.

RESOLUTION NO. 992-91      Re:    DAMASCUS #6 ELEMENTARY SCHOOL  
SERVICE AREA AND RELATED SCHOOL  
BOUNDARY CHANGES

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Hobbs, the following resolution was adopted unanimously (Mr. Pishevar being temporarily absent)#:

WHEREAS, An advisory group of Damascus cluster representatives met with MCPS staff to develop recommendations for boundaries for the new Damascus #6 Elementary School; and

WHEREAS, The superintendent recommended boundaries for the Damascus #6 Elementary School after considering community and staff advice; and

WHEREAS, The Board of Education conducted a public hearing on November 18, 1991, on these recommendations; now therefore be it

Resolved, That effective July 1, 1992, the boundary for the new Grades K-6 Damascus #6 Elementary School and changes to Cedar Grove and Woodfield elementaries be as follows:

Cedar Grove Elementary School

Reassign area north of Sweepstakes Road on the east and west sides of Route 27, including all roads that access onto Sweepstakes Road, to Damascus ES #6.

Woodfield Elementary School

Reassign Newbury Road, and all roads that access Newbury west of Loghouse Road, to Damascus ES #6.

Damascus #6 Elementary School

Receive students from Cedar Grove and Woodfield elementary schools as described.

Re: SHERWOOD/MAGRUDER MIDDLE SCHOOL  
BOUNDARIES

Mrs. DiFonzo moved and Mr. Pischevar seconded the following:

WHEREAS, A school/community study group was established to consider student assignments for the new Sherwood/Magruder Middle School to open in 1992; and

WHEREAS, The superintendent recommended student assignments after considering community and staff comments, including those related to the Northern Area Study; and

WHEREAS, The Board of Education voted to consider alternatives to the superintendent's recommendation; and

WHEREAS, The Board of Education conducted a public hearing on both the superintendent's recommendation and the alternatives on November 18, 1991; now therefore be it

Resolved, That effective July 1, 1992, boundaries for Sherwood/Magruder Middle School include the following service areas, beginning with Grades 6 and 7:

- " Belmont Elementary School without Olney Oaks subdivision
- " Cashell Elementary School
- " Greenwood Elementary School
- " Flower Hill Elementary School



WHEREAS, The superintendent recommended student assignments after considering community and staff comments, including those related to the Northern Area Study; and

WHEREAS, The Board of Education voted to consider alternatives to the superintendent's recommendation; and

WHEREAS, The Board of Education conducted a public hearing on both the superintendent's recommendation and the alternatives on November 18, 1991; now therefore be it

Resolved, That effective July 1, 1992, boundaries for Sherwood/Magruder Middle School include the following service areas, beginning with Grades 6 and 7:

- " Belmont Elementary School without Olney Oaks subdivision
- " Cashell Elementary School
- " Greenwood Elementary School
- " Flower Hill Elementary School

and be it further

Resolved, That Belmont and Greenwood elementary schools students will continue to articulate to Sherwood High School, and Cashell and Flower Hill elementary school students will articulate to Col. Zadok Magruder High School; and be it further

Resolved, That the resulting boundaries for William H. Farquhar and Redland middle schools include the following service areas:

Wm. H. Farquhar MS

Brooke Grove ES  
 Olney ES  
 Sherwood ES  
 Olney Oaks subdivision  
 from Belmont ES

Redland MS

Candlewood ES  
 Mill Creek Towne ES  
 Sequoyah ES

and be it further

Resolved, That all of Gregg Road be assigned from the Gaithersburg Cluster to the Sherwood Cluster with Grades K-5 to Greenwood Elementary School, and Grades 6 and 9 to Sherwood/Magruder Middle School and Sherwood High School, September, 1992; and be it further

Resolved, That following a decision on an addition to Redland Middle School, or construction of a second middle school for the Magruder cluster, the timing of reassignment of Judith A. Resnik Elementary School to the Magruder cluster will be determined.

Re: RELOCATION OF THE KENSINGTON-  
PARKWOOD CENTER FOR THE HIGHLY  
GIFTED

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

WHEREAS, Establishing a Center for the Highly Gifted at Kensington-Parkwood Elementary School was predicated on funding approval for a four-classroom addition; and

WHEREAS, The County Council denied funding which requires the Board of Education to consider other available elementary space for this program; and

WHEREAS, Parents agreeing to enter their students in the program as fourth graders at Kensington-Parkwood in September 1991 were informed that the program would be relocated for Grades 4 and 5 in 1992; and

WHEREAS, The superintendent recommended, and the Board conducted public hearings on November 18 and 19, 1991, on housing the Grades 4-5 program at Lucy Barnsley Elementary School; now therefore be it

Resolved, That the Center for the Highly Gifted currently located at Kensington-Parkwood Elementary School be established at Lucy Barnsley Elementary School in September 1992 for Grades 4 and 5; and be it further

Resolved, That the Area 1 and 2 Offices, school principals, and staff work with parents of the respective schools to effect a smooth transition for all students and programs.

Re: A MOTION BY DR. CHEUNG TO AMEND THE  
PROPOSED RESOLUTION ON THE  
RELOCATION OF THE KENSINGTON-  
PARKWOOD CENTER FOR THE HIGHLY  
GIFTED (FAILED)

A motion by Dr. Cheung to amend the proposed resolution by moving just Grade 4 to Lucy Barnsley Elementary School in 1992, keeping Grade 5 in Kensington-Parkwood, and reassigning relocatable classrooms to Kensington-Parkwood failed with Dr. Cheung, Mr. Ewing, Ms. Gutierrez, and (Mr. Pishevar) voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Mrs. Fanconi, and Mrs. Hobbs voting in the negative#.



WHEREAS, The Northwood facility will still be in use as a high school holding facility until September 1994; and

WHEREAS, The superintendent recommended and the Board of Education conducted a public hearing on November 19, 1991, to relocate the French Immersion Program until 1994 either to a stand-alone school or as a school-within-a-school at Maryvale Elementary School; and

WHEREAS, A stand-alone school would add more than \$500,000 to the FY 1993 operating budget during a time of grave fiscal concerns; and

WHEREAS, The Maryvale facility can accommodate the immersion program and students as a school-within-a-school; now therefore be it

Resolved, That the French Immersion Program be housed at Maryvale for the school years 1992 and 1993 until space is available in the Northwood facility; and be it further

Resolved, That the program continue to grow to two classes per grade as adopted by the Board in March 1991.

Mrs. Hobbs assumed the chair.

Re: A MOTION BY MR. EWING ON INTERIM  
HOUSING FOR FRENCH IMMERSION  
PROGRAM AND STUDENTS

Mr. Ewing moved and Dr. Cheung seconded that the Board postpone the decision on interim housing for French Immersion Program and students until February and request the superintendent to examine all of the possible options again and to look at the possibility of keeping the program at its current size until 1994, looking for housing options (excluding Oak View) that are closer than Maryvale, and developing a process with parental involvement and participation in the process of getting and reviewing information.

Re: A SUBSTITUTE MOTION BY MRS. DiFONZO  
ON INTERIM HOUSING FOR FRENCH  
IMMERSION PROGRAM AND STUDENTS  
(FAILED)

The following substitute motion by Mrs. DiFonzo failed of adoption with Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, and (Mr. Pishevar) voting in the affirmative; Mrs. Brenneman, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the negative#:

Resolved, That the French Immersion Program be moved from Oak View effective for the school year 1992 to a location to be determined by February of 1992; and be it further

Resolved, That the superintendent would develop a process with parental involvement and participation in the process of getting and reviewing information; and be it further

Resolved, That the program continue to grow to two classes per grade as adopted by the Board in March 1991.

Re: A MOTION BY MR. EWING ON INTERIM  
HOUSING FOR FRENCH IMMERSION  
PROGRAM AND STUDENTS (FAILED)

The following motion by Mr. Ewing failed of adoption with Dr. Cheung, Mr. Ewing, and (Mr. Pishevar) voting in the affirmative; Mrs. Brenneman, Mrs. DiFonzo, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the negative#:

Resolved, That the Board postpone the decision on interim housing for French Immersion Program and students until February and request the superintendent to examine all of the possible options again and to look at the possibility of keeping the program at its current size until 1994, looking for housing options (excluding Oak View) that are closer than Maryvale, and developing a process with parental involvement and participation in the process of getting and reviewing information.

Mr. Ewing assumed the chair.

RESOLUTION NO. 996-91      Re: AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON INTERIM HOUSING FOR  
FRENCH IMMERSION PROGRAM AND  
STUDENTS

On motion of Mrs. Fanconi seconded by Mrs. Hobbs, the following resolution was adopted unanimously (Mr. Pishevar abstaining)#:

Resolved, That the proposed resolution in interim housing for French Immersion Program and students be amended by the addition of the following after the first Resolved:

and be it further

Resolved, That the area office would work with the parents of the French Immersion Program to effect a smooth transition; and be it further



WHEREAS, In accordance with the laws of the State of Maryland and Montgomery County, the superintendent of schools has prepared a recommended FY 1993 Capital Budget request and FY 1993-1998 Capital Improvements Program; and

WHEREAS, The Board of Education conducted public hearings on November 18 and 19, 1991, on these recommendations and Board-adopted alternatives; now therefore be it

Resolved, That the Board of Education approve the FY 1993 Capital Budget request totaling \$94,697,000 as shown on the attached summary; and be it further

Resolved, That the Board of Education approve the priority list for state-eligible projects in FY 1993 and the six-year Capital Improvements Program (FY 1993-1998).

RESOLUTION NO. 998-91      Re:    WORKS OF ART IN THE PUBLIC SCHOOLS

On motion of Mrs. Hobbs seconded by Ms. Gutierrez, the following resolution was adopted unanimously#:

Resolved, That the Board of Education recommends to the County Council that for one year the appropriation for the FY 1993 Works of Art in Public Schools be deferred.

RESOLUTION NO. 999-91      Re:    AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE FY 1993-1998  
CAPITAL IMPROVEMENTS PROGRAM (CIP)

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

Resolved, That the resolution on Works of Art in the Public Schools be added to the proposed resolution on the Capital Improvements Program.

Mrs. DiFonzo made the following statement for the record:

"I will be supporting the CIP with the very clear recognition that I oppose the mega-Blair solution that we have voted on in the past, and that I am voting on this particular piece of it as a place holder with no specific solution prescribed."

RESOLUTION NO. 1000-91      Re:    AN AMENDMENT TO THE CAPITAL  
IMPROVEMENTS PROGRAM

On motion of Ms. Gutierrez seconded by Mrs. Fanconi, the following resolution was adopted with Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, Mrs. Hobbs, and (Mr. Pishevar) voting in the

affirmative; Mrs. Brenneman, Dr. Cheung, and Mrs. DiFonzo voting in the negative#:

Resolved, That central production facility be asterisked as a place holder until the Board received the full findings of the study.

RESOLUTION NO. 1001-91 Re: FY 1993-1998 CAPITAL IMPROVEMENTS PROGRAM (CIP)

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

WHEREAS, In accordance with the laws of the State of Maryland and Montgomery County, the superintendent of schools has prepared a recommended FY 1993 Capital Budget request and FY 1993-1998 Capital Improvements Program; and

WHEREAS, The Board of Education conducted public hearings on November 18 and 19, 1991, on these recommendations and Board-adopted alternatives; now therefore be it

Resolved, That the Board of Education approve the FY 1993 Capital Budget request totaling \$94,697,000 as shown on the attached summary; and be it further

Resolved, That the Board of Education recommends to the County Council that for one year the appropriation for the FY 1993 Works of Art in Public Schools be deferred; and be it further

Resolved, That the Board of Education approve the priority list for state-eligible projects in FY 1993 and the six-year Capital Improvements Program (FY 1993-1998).

Re: ADJOURNMENT

The president adjourned the meeting at 11:05 p.m.

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PRESIDENT

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SECRETARY

PLV:mlw