

APPROVED
37-1997

Rockville, Maryland
October 7, 1997

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, October 7, 1997, at 10:00 a.m.

ROLL CALL Present: Mr. Reginald M. Felton, President
in the Chair
Dr. Alan Cheung
Mr. Blair G. Ewing
Mrs. Beatrice B. Gordon
Ms. Ana Sol Gutiérrez
Mrs. Nancy J. King
Ms. Mona M. Signer
Dr. Paul L. Vance, Secretary/Treasurer

Absent: Ms. Debra Wheat

#indicates student vote does not count. Four votes needed for adoption.

Re: **ANNOUNCEMENT**

Mr. Felton announced that Ms. Debra Wheat was attending an orientation meeting conducted by the Maryland Association of Boards of Education.

RESOLUTION NO. 596-97 Re: **AGENDA**

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

Resolved, That the Board of Education approves its agenda for October 7, 1997.

RESOLUTION NO. 597-97 Re: **SUPPORTING SERVICES PERSONNEL RECOGNITION DAY**

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Ms. Signer, the following resolution was adopted unanimously by members present:

WHEREAS, The school system's commitment to Success for Every Student is dependent upon the teamwork and dedication of all employees; and

WHEREAS, Every employee, both inside and outside the classroom, serves as a positive role model for students; and

WHEREAS, All supporting services personnel contribute in a multitude of ways in the success of every student toward the quality of education for our students; now therefore be it

Resolved, That the Board of Education recognizes the outstanding services provided and show appreciation to every supporting services employee; and be it further

Resolved, That the Board of Education designate Thursday, October 30, 1997, as the fifth annual Supporting Services Personnel Recognition Day and encourage all Montgomery County Public Schools staff members, parents, students, and community members to recognize the significant contributions of supporting services employees toward the Success for Every Student.

RESOLUTION NO. 598-97 Re: **SALUTE TO TRANSPORTATION STAFF**

On recommendation of the superintendent and on motion of Mrs. King seconded by Ms. Gutiérrez, the following resolution was adopted unanimously by members present:

WHEREAS, October 19-25, 1997, has been designated as National School Bus Safety Week; and

WHEREAS, Governor Parris N. Glendening has proclaimed October 19-25, 1997, as Salute to School Bus Transportation Personnel Week; and

WHEREAS, The Division of Transportation has as its number one goal the safe transportation of students to and from schools and programs, and

WHEREAS, The Division of Transportation buses carry more than 92,000 students to more than 215 locations, traveling 17 million miles in a school year; now therefore be it

Resolved, That the Board of Education formally recognizes and extend its sincere thanks and gratitude to all staff in the Division of Transportation; and be it further

Resolved, That the Board of Education honor all transportation staff members--bus operators, attendants, mechanical, clerical, secretarial, supervisory, and administrative--for their teamwork in the safe transporting of students; and be it further

Resolved, That the Board proclaims the week of October 19-25, 1997, as National School Bus Safety Week.

RESOLUTION NO. 599-97

Re: **1997 MONTGOMERY COUNTY EMPLOYEES' CHARITY
CAMPAIGN**

On recommendation of the superintendent and on motion of Mrs. King seconded by Ms. Signer, the following resolution was adopted unanimously by members present:

WHEREAS, The Montgomery County Public Schools has continued its generous support of the annual Montgomery County Employees' Charity Campaign, having increased systemwide contributions by 11.0 percent last year for a total employee donation of \$203,000; and

WHEREAS, The annual financial gifts of our employees are still needed by the children, adults and families of Montgomery County through the charitable organizations supported by this annual giving campaign; and

WHEREAS, One of every three residents in Montgomery County, including many of our own students, employees and their families, is in some way touched by these social and community services, such as the provision of basic health care and social service assistance; and

WHEREAS, Participation in this campaign by the employees of the Montgomery County Public Schools provides an excellent example of the good work of good, caring people within the school system to help others far less fortunate than themselves; now therefore be it

Resolved, That the Board of Education of Montgomery County does hereby designate the period of October 13 through November 14, 1997 for participation in the Montgomery County Employees' Charity Campaign; and be it further

Resolved, That the Board of Education urges all employees of the Montgomery County Public Schools to participate in the campaign again this year as a demonstration to the entire community of a strong public commitment to kindness, compassion, goodwill and generosity.

Re: **BOARD/SUPERINTENDENT COMMENTS**

Ms. Signer stated that the Board just received the class size exception report dated September 15, 1997, and the news is, she thought, disappointing. The school system has seen some small improvement in elementary schools. The school system has held its own in the middle schools. But, the number of classes above the maximum has increased in the high schools, which is clearly where the Board's efforts were designed to have some affect based on the class size initiative the Board put into the current operating budget. She would like to see the list of all of the classes (elementary, middle, and high schools)

and by school. She thought that this Board needs to redouble its efforts in the upcoming operating budget and accelerate the class size reduction plan if the Board is going to make a difference. She would be looking to the superintendent for some leadership in this area.

Mrs. King visited Seneca Valley High School to observe the signature program of Science, Law, and Ethics. It is a very exciting program and the students and the community are very enthusiastic about this new effort. She encouraged other Board members to visit the program.

Mrs. Gordon reminded other Board members that on October 8, 1997, the 40th Annual MABE Conference will begin in Montgomery County. Mrs. King has served on the conference planning committee. There are a lot of exiting sessions that are planned and it is a good opportunity for Board members to network with their colleagues from around the state. She was pleased that so many of the Board members were planning to attend all or part of the conference.

Mr. Ewing commented on the issue of class size. The exceptions on the class size report give the Board the basis to press the county executive and County Council on the matter of the emergency request for \$1.7 million. Ms. Gutiérrez suggested sending the class size report to the county executive as a follow up to the supplemental request for reduced class funding.

Dr. Cheung introduced the Chinese educators from Pudong District of Shanghai. Those educators will join the Board for an informal lunch as well as observing the Board meeting and learning about the policymaking process in public schools. A year ago, the Department of Public Education and Social Development in the Pudong District approached Montgomery County Public Schools to provide managerial and leadership training for several educators. The program is for five to six months of hands-on training with seminars and discussions.

Dr. Vance announced that the recruitment of next year's eighth and ninth grade students to participate in the Preferred Choice options of the new signature programs at the Northeast Consortium campuses begins this month with special informational meetings at schools throughout the northeast area. Students and parents are invited to attend the meetings and receive information about the options available next year. The programs are *Science and Media* at Paint Branch High School, *Information Technology, Global Society, and the International Baccalaureate* at Springbrook High School, and *Fine Arts and Humanities* at the new Northeast Area High School.

Montgomery County Public Schools has 130 finalists in the Maryland Distinguished Scholars program, which honors students throughout the state for their exceptional academic achievement and, for some students, their talent in the visual and performing arts. The school system has 114 academic finalists, or 31 percent of the 370 academic

finalists in the state. Another 16 students are finalists in the talent category, about 20 percent of the 79 talent finalists in Maryland. Montgomery Blair and Richard Montgomery high schools each have 27 academic finalists, more than any other high school in the state.

MCPS sports' teams are also giving the school system much to cheer about and Dr. Vance was pleased to say that the athletic teams without exception are among the best trained and are receiving the highest rankings in the state.

Mr. Felton participated in the Lazarus Recognition Program at Bethesda-Chevy Chase High School that acknowledged the participation of students giving 200 hours of community service. He congratulated those students as well as Bruce Adams for the initial concept.

Re: PRESENTATION ON ENROLLMENT AND FACILITIES

Dr. Vance invited the following staff to the table: Dr. Raymond Bryant, director of the Department of Special Education; Mr. Joseph Lavorgna, director of the Department of Educational Facilities Planning and Capital Programming; and Mr. Bruce Crispell, demographic planner.

Dr. Vance commented that this marks the 14th year of dramatic enrollment growth in MCPS. Since 1983, MCPS enrollment has increased by more than 34,000 students. For the fall of 1997, the enrollment stands at 125,708 students which is 3,200 students more than last year's enrollment. To accommodate the addition of new students to the school system, 36 new and reopened schools have been added between 1985 and 1997. There have also been numerous additions to other schools. This fall two new middle schools opened (Kingsview and John Poole middle schools). Montgomery County has increased this year with the unification of Takoma Park. This will be a major source of enrollment increase for Montgomery Blair High School and for the Blair Cluster schools as students continue to phase into MCPS schools. This fall, more than 300 students from the unification area enrolled in MCPS. With nearly 10,000 more students projected to join the system by the Year 2003, even more facilities are going to be needed. The current six-year Capital Improvements Program (CIP) includes the opening of five secondary facilities in the next two years. This era of enrollment growth has coincided unfortunately with the aging of the existing inventory of schools. Many of those schools were built 30 plus years ago during the baby-boom era of enrollment growth. Now, baby boomers themselves lobby for the modernization of those aging facilities.

Over the past summer, modernizations were completed at Albert Einstein High School, Westland Middle School, Ritchie Park Elementary School, and Wyngate Elementary School. In spite of the progress, Dr. Vance was increasingly concerned with the growing

backlog of schools needing modernization. The current modernization schedule is simply inadequate. As the Board indicated last year, the school system needs to move to a modernization schedule that ensures that schools are being modernized on a 30-year cycle. It is not only important to MCPS students in the educational program to meet this schedule, but it is important to the vitality of the older communities and the physical infrastructure of the school system where these schools represent a major anchor around which community life forms and property values are sustained. It is a serious matter, not only for MCPS, but the entire county. Dr. Vance will be placing special emphasis in his recommended CIP on strategies for reducing the backlog of school modernizations.

Mr. Crispell gave a presentation on MCPS demographic trends that consisted of preliminary 1997-98 enrollment data and projected enrollments as of September 30, 1997. Overall the enrollment projection was 125,538 students and preliminary enrollment as of September 30, 1997, was 125,708 students which represents a variance of 170 students over the projected figure. Special education enrollment is 6,791 which is 104 students over the projected enrollment for Intensities 4 and 5.

Mr. Crispell handed out a document entitled *Economic Factors That Shape Montgomery County* that provided a thumb nail sketch of the economic picture for the county. Before the recession, Montgomery County was growing at a rate greater than other jurisdictions with the subsequent migration of households into the county. During the recession, Montgomery County was hit hard and there has been a slow recovery process. There has not been a strong economy within the county to draw more households; therefore, the enrollment has been more stable.

The housing market driven by the economy has composite housing indicators of pipeline approvals; building permits issues; housing completions; and housing sales. At the present time, housing completions have remained low at about 3,000 units per year. It is important to put the economic variables in perspective because they account for one of the major components of the forecast which is net migration.

Mr. Crispell considered the following indicators when making the enrollment forecast:

BIRTHS

1. Peak reached in 1990 with 12,773 births
2. Remain at high levels over 11,000 through 2005
3. Births in 1990 reach 9th grade in 2004

AGING

1. 1997: K= 9,042 and 12th = 7,424 which is a difference of 1,618
2. Aging is a predominant factor in growth
3. Secondary enrollment increases in 1990s were based on students already in system

MIGRATION

1. A net result of moves into and out of the school system
2. Movement to MCPS from outside the country leads a net in-migration
3. Economically sensitive

GRADUATION/EXIT SYSTEM

1. June 1997 - 6,965 diplomas issued

The state of Maryland did an interesting study using the Internal Revenue Service's tax returns which show migration for the total population in Montgomery County and where people have come from and where they are going over a number of years. Montgomery County households are moving to Frederick and Howard counties, but MCPS is receiving households from the District of Columbia. The County also receives households from the northeast United States and immigration from outside the United States.

Projected enrollments for the coming years are estimated to be K- grade 5 nearing its peak at the present time; grades 6-8 will peak in Year 2001; grades 9-12 in the next six years will only increase in the number of students.

Mr. Felton asked if the school system was surveying those students who enter the school system in the 9th grade and determine where they are coming from as a matter of record. He requested the data on 9th grade students returning from private school.

Mr. Crispell reported that next year the school system will reach its all time enrollment peak, and by 2003 the projection will be 133,340 students.

Mrs. King inquired if the students who are being taught at home are included in the non-public number.

Mr. Crispell focused on the diversity issue with socioeconomic and race/ethnic diversity. The first is socioeconomic which is reported by the free and reduced meals program (FARMS). Through 1996, the numbers have gradually increased by 10 percent. Within some clusters of MCPS, there have been dramatic increases in the percent of the elementary students who are receiving FARMS. The other issue is the change in the race/ethnic profile with American Indians at .4 percent; African-Americans at 20.4 percent; Asian-Americans at 12.7 percent; Hispanics at 13.2 percent; and whites at 53.3 percent of the student population. There are significant changes within some clusters within MCPS, especially Blair, Kennedy, Springbrook, and Wheaton.

Finally, Mr. Crispell gave an update on the status of the Census Bureau and the federal government's review of race classification. After four years of study, the Office of

Management and Budget has made recommendations which address the issue that some people do not fit into the traditional five racial categories. The preferred solution will be that people can choose as many of the racial categories that apply to them.

Ms. Gutiérrez commented that the key point of the decision and recommendation from the federal government is that the terms multiracial or multiethnic were not accepted. That would give the census an undercount for the various categories. She also asked for the figures on ESOL enrollment. Mr. Crispell responded that the ESOL enrollment figures will be available at the end of October.

Ms. Gutiérrez also requested figures on Head Start since it is reported as remaining the same into the future when, in fact, those numbers will increase. Mr. Crispell replied that special programs are harder to forecast because they can diverge from the general enrollment trends. Head Start enrollment should be going down reflecting reported births, but the socioeconomic and immigration of students indicate an increase in enrollment. Ms. Gutiérrez thought the chart should indicate the factors used for the projection.

Dr. Vance asked about the national census and the reporting of Hispanics. Mr. Crispell stated that the preferred classification is to ask for race and, then, ethnicity. In Montgomery County, 45 percent of Hispanics are white. Dr. Vance thought MCPS should make a notation on reports. Ms. Gutiérrez reemphasized that Hispanic is not a racial category.

Mr. Lavorgna reported that in August staff sent the Board a complete set of comments from clusters on the CIP. To characterize the comments, the most frequent responses in order are: (1) modernization schedule, (2) air conditioning, (3) gyms, (4) boundary studies, and (5) additions.

Ms. Gutiérrez thought it would be useful to get a summery total of the ranking of projects. When looking at the data that is disaggregated, it is not obvious what the communities are looking for. Mr. Crispell replied that the chart relating to enrollment showed that most facilities were built 30 years ago and need renovation as well as new enrollment growth in other parts of the county that will need new facilities.

Mr. Felton wanted some comments on special education enrollment and inclusion. He asked what the key issues were for the Board and staff in the near future. Dr. Bryant responded that special educational enrollment for Intensities 4 and 5 came in at about 100 students above projection this year. Currently, the school system is at or below the COMAR ratio across Intensities 4 and 5. For those classes that are above that ratio, the school system has provided special education instructional assistants.

Looking at the graphs for Intensities 4 and 5, Ms. Signer pointed out a sharp increase in

the number of students over the last several years. She wanted to know what factors contribute to that increase, such as better identification or students moving into Montgomery County. Dr. Bryant thought there are a couple of factors: (1) students moving into the county because MCPS has unique programs in the country such as programs for the deaf, blind, and autistic students; and (2) intensity of evaluation and identification.

Ms. Signer asked for some sense of the extent to which MCPS has been able to move students out of Intensities 4 and 5 and back into Intensities 1, 2, and 3. Dr. Bryant responded that the Board has an initiative to add resource teachers in order to move some students into Intensities 1, 2, or 3. Data on the success of this initiative will be available next year.

Mr. Ewing stated that the enrollment charts indicate that there will be a 15 percent increase over the next six years in Intensities 1, 2, and 3, and an increase a 10 percent increase in Intensities 4 and 5. In order to reach that projection, there are estimated growth components. He asked if that was a straight line projection of current proportions or are there areas of growth. Mr. Crispell replied that the special education program and particularly Intensities 4 and 5 have several factors and trends. Dr. Bryant stated those enrollment figures for students with learning disabilities are typically projected with the system's increase. In some preschool programs, MCPS is seeing medical issues that are new such as a hearing impairment in a child that has survived a low birth weight. MCPS also looks at the infants and toddlers program and extrapolates from that data the students that would qualify for Part B services and builds those into the projection.

Mr. Ewing asked about the projections with respect to seriously emotionally disturbed students (SED) and whether or not that projection follows the general population trends. Dr. Bryant stated that, given the size of the population, it ought to follow normal demographic trends. Given the nature of students with serious emotional disabilities and the issues of safety and security in the schools, there have been increased referrals for students who are acting out or whose behavior is significantly inappropriate.

Given that information, Mr. Ewing surmised that the SED enrollment will rise more rapidly than the general population growth. Dr. Bryant was expecting that the work that is being done with Mr. Paul in terms of in-servicing schools on behavior management would keep the enrollment in SED similar to regular education students.

Dr. Cheung asked for the percentages of students in MCPS receiving special services.

Ms. Gutiérrez asked how many new special education students have been identified each year over the past five years.

In conclusion, Mr. Lavorgna stated that in addressing special education delivery of

programs, there is a framework in the master plan for addressing special education in terms of the frequency of the services required. Where there are enough students, a program is placed in the local school. However, fewer students need to be served in a tri-cluster model or countrywide program. As special education enrollments are projected, it is included in the CIP so that the facilities will be in place.

Mr. Felton thanked staff for the presentation and the data shared with the Board.

RESOLUTION NO. 600-97 Re: CONTRACTS FOR MORE THAN \$25,000

On recommendation of the superintendent and on motion of Ms. Gutiérrez seconded by Mrs. King, the following resolution was adopted unanimously by members present: #

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 following contracts be awarded to the low bidders meeting specifications as shown for the bids as follows:

94-08 Speech Therapy Services

Awardee

 Horizons Health Staffing \$ 60,000 *

173-97 Warehouse Management System Software and Implementation

Awardee

 Peak Technologies \$ 235,000

212-97 Video Tapes - Extension

Awardee

 Century Magnetics, Inc. \$ 35,805

324-97 Computer Supplies

Awardees

 BT Office Products International, Inc. \$ 497

	Business Computer Graphics	61,846	
	Compumart, Inc.	104	
	Matrix Data Corporation	4,080	*
	Frank Parsons Paper Company, Inc.	5,280	
	Printing Technology, Inc.	40,912	
	Schoolmart, Inc.	3,453	
	Standard Stationery Supply Company	1,480	
	Xerox Corporation	<u>7,266</u>	
	Total	\$ 124,918	
1005	Disk Drives for Macintosh and Intel Computers		
	<u>Awardees</u>		
	Advanced Micro Vent	\$ 33,055	
	Azarat Marketing	2,640	*
	CompUSA	550	
	Integrated Systems Group, Inc.	13,900	*
	Mid Atlantic Data Systems	4,940	*
	SSI Business Centers	<u>3,340</u>	*
	Total	\$ 58,425	
1006	Scan Forms for Central Server Unit		
	<u>Awardee</u>		
	Clearview Printing Company, Inc.	\$ 45,888	
7001	Early Childhood Equipment and Supplies		
	<u>Awardees</u>		
	AFP Industries, Inc.	\$ 35,305	*
	American Academic Suppliers	7,733	
	Childcraft Education Corporation	11,314	
	Community Playthings	9,650	
	Greeting Tree	1,400	*
	J.L. Hammett Company	4,304	
	Kaplan Companies, Inc.	1,544	
	Lakeshore Learning Materials	3,024	
	School Specialty	4,478	
	Sportmaster	<u>5,864</u>	
	Total	\$ 84,616	

7008 Cafeteria Disposable Supplies

Awardees

Acme Paper and Supply Company	\$ 166,475
Calico Industries, Inc.	15,521
Kahn Paper Company, Inc.	330,186
M & Q Plastic Products	8,677
S. Freedman and Sons	10,068
Unisource Worldwide/DBA Butler	<u>4,307</u>
Total	\$ 535,234

MORE THAN \$25,000 \$1,179,886

* Denotes MFD vendors

RESOLUTION NO. 601-97

Re: **AWARD OF CONTRACT FOR THE ADMINISTRATION
OF COMPONENTS OF THE EMPLOYEE BENEFIT
PLAN**

On recommendation of the superintendent and on motion of Ms. Gutiérrez seconded by Mrs. King, the following resolution was adopted unanimously by members present:#

WHEREAS, The Board of Education by Resolution 563-58 established an Employee Benefit Plan (EBP) to provide life and health insurance to eligible employees; and

WHEREAS, The Board of Education expanded the EBP by Resolutions 448-72, 457-72, and 43-76 to include dental coverage, vision coverage, a prescription drug plan, and dependent life insurance; and

WHEREAS, The Board of Education has periodically rebid elements of the EBP for the benefit of employees and to reduce administrative costs; and

WHEREAS, MCPS has joined the Montgomery County Government (MCG) to solicit proposals to administer their indemnity medical, Medicare supplement, and Point-of-Service benefit plans effective January 1, 1998; and

WHEREAS, Having been duly advertised under RFP No. 1000.1, companies were asked to submit proposals for consideration; and

WHEREAS, MCPS will receive enhanced service to its employees and will achieve an estimated \$100,000 in savings from this award; now therefore be it

Resolved, That a contract for administering medical indemnity and Medicare supplement plans be awarded to Blue Cross/Blue Shield of Maryland; and be it further

Resolved, That no award for administering the Point-of-Service plan be made as result of RFP Number 1000.1; and be it further

Resolved, That the Board of Education president and superintendent of schools be authorized to execute the documents necessary for this transaction.

RESOLUTION NO. 602-97 Re: **AWARD OF CONTRACTS - TAKOMA PARK MIDDLE SCHOOL**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, the following resolution was adopted unanimously by members present:#

WHEREAS, On September 11, 1997, the following sealed bids were received for subcontract work for the Takoma Park Middle School project:

<u>Contractor</u>	<u>Amount</u>
<u>Utilities/Excavation/Site Work</u> Goldin & Stafford, Inc.	\$878,000
<u>Paving</u> Redland Genstar, Inc.	250,595

and

WHEREAS, Both companies have completed similar work successfully for Montgomery County Public Schools; and

WHEREAS, The low bids are within the staff estimates; and

WHEREAS, Goldin & Stafford, Inc., has submitted 14 percent of Minority Business Enterprise participation, and Redland Genstar, Inc., has submitted 26.5 percent, and staff has verified that the contractor has made a good faith effort to obtain minority participation; now therefore be it

Resolved, That contracts be awarded for the above referenced subcontractors meeting specifications for the Takoma Park Middle School project for the bids and amounts listed in accordance with plans and specifications prepared by Grimm and Parker, P.C.

Re: **DISCUSSION OF THE ARCHITECTURAL
APPOINTMENT - THOMAS S. WOOTTON HIGH
SCHOOL ADDITION**

Mr. Felton asked about technology and special education students as space is required. How can the Board be sure that the architects who are selected understand all that is planned and not just build bigger facilities based on past design as opposed to redesigning facilities to deliver education? Mr. Wilder responded that staff has strengthened that area of the architectural selection, review, and interview process. Staff asks architects to react to the future and what school buildings will look like in the future, what impact will technology have on the project, and how they would address it. Some architects respond that they would hire consultants and look specifically at that issue with staff. Mr. Felton asked for more information on this process.

RESOLUTION NO. 603-97

Re: **ARCHITECTURAL APPOINTMENT - THOMAS S.
WOOTTON HIGH SCHOOL ADDITION**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, the following resolution was adopted unanimously by members present:#

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases of the Thomas S. Wootton High School addition project; and

WHEREAS, Funds for architectural planning were appropriated as part of the FY 1998 Capital Budget; and

WHEREAS, The Architect Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Samaha Associates, Architects, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services; now therefore be it

Resolved, That the Montgomery County Board of Education enters into a contractual agreement with the architectural firm of Samaha Associates, Architects, to provide professional architectural services for the Thomas S. Wootton High School addition project for a fee of \$586,000, which is 6.5 percent of the construction budget.

RESOLUTION NO. 604-97

Re: **REDUCTION OF RETENTION - KINGSVIEW MIDDLE SCHOOL**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, the following resolution was adopted unanimously by members present:#

WHEREAS, Hess Construction Company, Inc., general contractor for the Kingsview Middle School project, has completed 90 percent of all specified requirements and requested that the 10 percent retainage, that is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, Hartford Accident & Indemnity Company, has consented to this reduction; and

WHEREAS, The project architect, SHW Group, Inc., recommends approval of the reduction; now therefore be it

Resolved, That the 10 percent retainage withheld from periodic payments to Hess Construction Company, Inc., general contractor for the Kingsview Middle School project, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining contract requirements and formal acceptance of the completed project.

RESOLUTION NO. 605-97

Re: **AWARD OF CONTRACT FOR MAINTENANCE PROJECTS AT ROCKVILLE HIGH SCHOOL, THOMAS S. WOOTTON HIGH SCHOOL, AND REDLAND MIDDLE SCHOOL**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, the following resolution was adopted unanimously by members present:#

WHEREAS, Sealed bids for various maintenance projects were received on September 10, 1997, in accordance with Montgomery County Public Schools (MCPS) procurement practices, with work to begin on October 8, 1997, and to be completed by May 18, 1997, May 22, 1998, and October 15, 1998, respectively; and

WHEREAS, Details of the bid activity are available in the Department of Facilities Management; and

WHEREAS, The low bids are below staff estimates, and the low bidders meeting specifications have completed similar work successfully for Montgomery County Public Schools; now therefore be it

Resolved, That contracts be awarded to the low bidders meeting specifications for the projects and amounts listed below:

<u>PROJECT</u>	<u>AMOUNT</u>
Chiller & Cooling Tower Replacement Rockville High School Low Bidder: Adrian Merton, Inc.	\$ 215,426.00
Central Plant Equipment & Fuel Oil Tank Replacement Thomas S. Wootton High School Low Bidder: Madison Mechanical, Inc.	693,380.00
Chiller & Cooling Tower Replacement Redland Middle School Low Bidder: Adrian Merton, Inc.	170,626.87

RESOLUTION NO. 606-97 Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED FUNDS FOR THE EVENTS-BASED SCIENCE FUNDS II - PROJECT**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects an award of \$300,000 from the National Science Foundation for the third year of the three-year Event-Based Science-II Project, in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
1 Administration		8,267
3 Instructional Salaries	2.0	179,475
4 Textbooks and Instructional Supplies		8,235
5 Other Instructional Costs		58,500
12 Fixed Charges	—	<u>45,523</u>
Total	<u>2.0</u>	<u>\$300,000</u>

* 1.0 Project Specialist, Grade E (12-month)
1.0 Secretary, Grade 12 (12-month)

and be it further

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

Re: **DISCUSSION**

Dr. Cheung asked for copies of the 18 modules developed for events-based curriculums.

Re: **DISCUSSION OF THE UTILIZATION OF FY 1998 FUTURE SUPPORTED FUNDS FOR THE IMMERSION PROGRAMS IN CRITICAL LANGUAGES AT POTOMAC ELEMENTARY SCHOOL**

Dr. Cheung thought it was a very good project in introducing Asian languages at Potomac Elementary School. He was pleased that the superintendent established a parental advisory group. He asked if the teachers who are teaching Chinese in the middle and high schools are involved in developing the curricula for the elementary schools. He also asked if there were plans to expand the program to include other Asian languages. Dr. Met responded that language immersion uses the regular MCPS curriculum taught through the medium of another language. The teachers who are teaching those classes have been working on the adaptations of that curriculum.

Dr. Cheung wanted to know, if students wish to continue the language in middle or high school, are there linkages between the programs? Dr. Met reported that she is consulting with the staff about articulation of those immersion students.

In regard to other Asian languages, Dr. Met stated that programs can be established through the principal of the school.

Mr. Ewing stated that when he and Mrs. King were at the County Council, Mr. Hanna asked why French was used for the Blair Cluster's immersion program. He suggested that Mr. Hanna should get a personal invitation to attend the Chinese Immersion class at Potomac Elementary School.

RESOLUTION NO. 607-97

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED FUNDS FOR THE IMMERSION PROGRAMS IN CRITICAL LANGUAGES AT POTOMAC ELEMENTARY SCHOOL**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$69,820 from the U.S. Department of Education, Office of Bilingual Education and Language Minority Affairs, Foreign Language Assistance Program, to continue a Chinese Immersion Program at Potomac Elementary School, in the following categories:

<u>Category</u>	<u>Positions*</u>	<u>Amount</u>
3 Instructional Salaries	1.0	\$57,245
4 Other Instructional Costs		1,126
12 Fixed Charges	—	<u>11,449</u>
Total	<u>1.0</u>	<u>\$ 69,820</u>

*1.0 Resource Teacher, Grade A-D (10 month)

and be it further

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

Re: **DISCUSSION OF THE UTILIZATION OF FY 1998
FUTURE SUPPORTED FUNDS FOR THE
DEVELOPMENT OF COUNTYWIDE FOREIGN
LANGUAGE FINAL EXAMINATIONS**

Ms. Gutiérrez expressed a concern about Spanish for native speakers. She was interested in the cost issue for including tests for Spanish for native speakers at this time with this effort and allocating those funds so that the effort can continue in parallel fashion with the time line as to when these would be put in place. Dr. Smith replied that those students will get credit because the State Board of Education in COMAR states that they receive the same examination or equivalent to a countywide examination. Staff had initially developed these tests for Levels 1, 2 and 3 of Spanish and French, and will continue to make sure that it is available for Spanish for native speakers. Ms. Gutiérrez pointed out that there is a higher urgency because there is a major change that is occurring in Spanish for native speakers to make clear designations between one level and another.

RESOLUTION NO. 608-97

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED
FUNDS FOR THE DEVELOPMENT OF COUNTYWIDE
FOREIGN LANGUAGE FINAL EXAMINATIONS**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$14,508 from the Maryland Assessment Consortium for the development of end-of-course countywide foreign language final examinations in the following categories:

<u>Category</u>	<u>Amount</u>
3 Professional Part-time Salaries	\$ 13,348
12 Fixed Charges	<u>1,160</u>
Total	<u>\$ 14,508</u>

and be it further

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

RESOLUTION NO. 609-97 Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED FUNDS FOR THE MONTGOMERY COUNTY TRANSITION INITIATIVE**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$30,000 from the Maryland State Department of Education, Division of Rehabilitation Services, for the Montgomery County Transition Initiative project in the following categories:

<u>Category</u>	<u>Amount</u>
6 Special Education	\$28,390
12 Fixed Charges	<u>1,610</u>
Total	<u>\$30,000</u>

and be it further

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

RESOLUTION NO. 610-97

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED FUNDS FOR THE HOMELESS CHILDREN AND YOUTH PROGRAM**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$54,491 from the Maryland State Department of Education, under the federal Stewart B. McKinney Homeless Assistance Act, for the Homeless Children and Youth program, in the following categories:

<u>Category</u>	<u>Amount</u>
3 Instructional Salaries	\$ 31,327
4 Textbooks and Instructional Supplies	3,449
5 Other Instructional Costs	11,698
9 Transportation	5,271
12 Fixed Charges	<u>2,746</u>
Total	<u>\$ 54,491</u>

and be it further

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

Re: **DISCUSSION ON THE UTILIZATION OF FY 1998 FUTURE SUPPORTED FUNDS FOR THE ARTS INTEGRATION STAFF DEVELOPMENT PROGRAM AT COLDSRING ELEMENTARY SCHOOL**

Mrs. Gordon wanted to know if there has been any review of the program — the Center for the Arts program — that was housed at Page for approximately 10 years. A great deal of what they are going to be developing over the coming years through this grant was already developed. She would hate to see the school system reinventing the wheel. She hoped that information will be made available to the members who will be working on this program at Coldspring, and she asked Dr. Vance to furnish that information.

Mr. Ewing pointed out that MCPS had for many years a very robust and energetic group of teachers and staff who ran the Interrelated Arts Program. He hoped that the experience and materials of that program are not lost.

RESOLUTION NO. 611-97

Re: **UTILIZATION OF FY 1998 FUTURE SUPPORTED FUNDS FOR THE ARTS INTEGRATION STAFF DEVELOPMENT PROGRAM AT COLDSRING ELEMENTARY SCHOOL**

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1998 Provision for Future Supported Projects a grant award of \$10,500 from the Maryland State Department of Education and the Maryland State Arts Council for the Arts Integration Staff Development program at Cold Spring Elementary School, in the following categories:

<u>Category</u>	<u>Amount</u>
3 Instructional Salaries	\$ 9,260
4 Instructional Materials	200
5 Other Costs	300
12 Fixed Charges	<u>740</u>
Total	<u>\$ 10,500</u>

and be it further

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

RESOLUTION NO. 612-97

Re: **RECOMMENDATION TO SUBMIT AN FY 1998 GRANT PROPOSAL TO THE NATIONAL AERONAUTICS AND SPACE ADMINISTRATION FOR THE EVENT-BASED SCIENCE: THE MISSION TO PLANET EARTH CONNECTION**

On recommendation of the superintendent and on motion of Ms. Gutiérrez seconded by Ms. Signer, the following resolution was adopted unanimously by members present:#

Resolved, That the superintendent of schools be authorized to submit an FY 1998 grant proposal in the amount of \$293,039 to the National Aeronautic and Space Administration for the Event-Based Science: The Mission to Planet Earth Connection; and be it further

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

RESOLUTION NO. 613-97

Re: **RECOMMENDATION TO SUBMIT AN FY 1998 GRANT PROPOSAL TO THE BARBARA BUSH FOUNDATION FOR THE FAMILY LITERACY PROJECT AT GAITHERSBURG ELEMENTARY SCHOOL**

On recommendation of the superintendent and on motion of Ms. Gutiérrez seconded by Ms. Signer, the following resolution was adopted unanimously by members present:#

Resolved, That the superintendent of schools be authorized to submit an FY 1998 grant proposal in the amount of \$49,658 to the Barbara Bush Foundation for the Family Literacy Project at Gaithersburg Elementary School; and be it further

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

RESOLUTION NO. 614-97

Re: **PERSONNEL MONTHLY REPORT**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approves the Personnel Monthly Report dated October 7, 1997.

RESOLUTION NO. 615-97

Re: **DEATH OF MR. KAMAU B. CAMPBELL, SUPPLY WORKER II, DIVISION OF FOOD AND NUTRITION SERVICES**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, the following resolution was adopted unanimously by members present:

WHEREAS, The death on September 6, 1997, of Mr. Kamau B. Campbell, supply worker II in the Division of Food and Nutrition Services, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, In the short time that Mr. Campbell worked for Montgomery County Public Schools, he demonstrated competence as a supply worker II; and

WHEREAS, Mr. Campbell's eagerness to learn and dependability made him a valuable employee; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. Kamau B. Campbell 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. Campbell's family.

RESOLUTION NO. 616-97 Re: PERSONNEL APPOINTMENT

On recommendation of the superintendent and on motion of Ms. Signer seconded by Mrs. King, the following resolution was adopted unanimously by members present:

Resolved, That the following personnel appointment is approved effective November 1, 1997:

<u>Appointment</u> Margaret Donnellon	<u>Present Position</u> Principal, Thomas W. Pyle Middle School	<u>As</u> Director, Middle School Instruction, Office of Instruction and Program Development
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Re: LUNCH AND CLOSED SESSION

The Board recessed for lunch and closed session from 11:55 a.m. to 1:50 p.m.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

	<u>Person</u>	<u>Topic</u>
1.	Judy Koenick	Math, Art, and Science
2.	Lyn Ermer	Bethesda Elementary School Modernization
3.	Kathie Weinberg	Bethesda Elementary School Modernization
4.	David Vise	Bethesda Elementary School Modernization
5.	Lyda Astrove	Special Education at Stephen Knolls School
6.	William Astrove	Beverly Farms Elementary School
7.	Sean Riley	Bethesda Elementary School Modernization

In regard to Mrs. Astrove's statement, Ms. Signer stated that she has heard about the problems at Stephen Knolls Schools. It was her understanding that Dr. Smith and Dr. Bryant were meeting with parents, and she hoped that those problems will be resolved quickly and satisfactorily.

**Re: PRESENTATION OF PRELIMINARY PLANS -
BETHESDA ELEMENTARY SCHOOL MODERNIZATION**

On recommendation of the superintendent and on motion of Ms. Gutiérrez and seconded

by Mrs. King, the following resolution was placed on the table:

WHEREAS, The FY 1998 capital budget contains planning funds for the modernization of Bethesda Elementary School which is tentatively scheduled to begin construction in June 1998 and be completed by August 1999, contingent on the approval of construction funding in the FY 1999 capital budget; and

WHEREAS, The architect for the modernization of Bethesda Elementary School, Walton, Madden, Cooper, Robinson, Poness, Inc., has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, Issues raised by members of the community and the PTA have been addressed through a community meeting on September 29, that included discussion of the planning process and the architectural solution, enrollment data/projections, Bethesda-Chevy Chase cluster programs, and special education programs; and

WHEREAS, The superintendent, as part of the FY 1999 capital budget process, will request funds to modernize Bethesda Elementary School and to plan the addition of up to four additional classrooms; and

WHEREAS, Staff will continue to work with the B-CC cluster to recommend the location of additional special education classes in the cluster in September 1998; and

WHEREAS, A decision about the special education placement within the cluster and the number of classrooms to be added to the project will be made following receipt of construction bids in May 1998; now therefore be it

Resolved, That the Board of Education approves the preliminary plan report for the modernization of Bethesda Elementary School developed by Walton, Madden, Cooper, Robinson, Poness, Inc., Architects; and be it further

Resolved, That the Board of Education authorizes the superintendent to begin architectural planning for a one, two, three, or four classroom addition, using existing current modernization funds for the design in the amount of \$52,000.

Re: DISCUSSION

Dr. Vance invited the following people to the table for discussion of the resolution: Mr. David G. Fischer, associate superintendent for the Office of Supportive Services; Mr. William W. Wilder, director of the Department of Facilities Management; Mr. Richard G. Hawes, director of the Division of Construction; Dr. Annie J. Gavin, principal of Bethesda Elementary School; Ms. Lyn Ermer, president of the Bethesda Elementary

School's PTA; and Mr. Michael Shpur, architect.

Mr. Ewing pointed out that the Board was in receipt of a letter from the Bethesda-Chevy Chase PTA Cluster that makes proposals for three assurances that the Board should incorporate in any action in order to resolve issues. He was assuming that the Bethesda Elementary School PTA agreed with the Cluster's position. Ms. Ermer stated that the Bethesda PTA agreed. Mr. Ewing stated that the superintendent planned to put money in the proposed CIP for FY 99 for modernization, and, if the Board chose to add four classrooms in the spring, how would the Board handle the CIP proposal that would already be adopted by the Board and sent to the county executive and County Council for their action? Mr. Lavorgna replied that the school system would build the budget to include the maximum number of classrooms that could be requested. Should money not be needed, the PDF could be adjusted, but the money would be there should it be needed. Mr. Ewing pointed out that the resolution before the Board should include that matter.

Dr. Cheung spoke to the concerns of the parents regarding the space in classrooms. The existing building's total space is about 45,428 gross square feet, and the estimated new total space would be 58,621 gross square feet. He asked how this additional space would be utilized. Mr. Hawes replied that there were substantial core improvements to bring the building up to code with space in the media center, cafeteria, support spaces, and programmatic needs. The remaining spaces will be used for classroom spaces, and at the present time, those spaces are being used for a computer lab, art, music, ESOL, and support space.

Dr. Cheung stated that previous projects had no significant addition of square footage. In the Bethesda Elementary School plan, there is an addition of 13,000 square feet and the parents are concerned that there is not adequate classroom space. Dr. Cheung asked if there was any way to improve the use of space without increasing the existing infrastructure? Dr. Gavin responded that the existing square footage does not include the Vision Center which is across the street and is being utilized for music and math resource. Mr. Hawes added that this is typical of modernizations where the square footage is increased for the facility, but there is no increase in its capacity due to support spaces.

In terms of capacity and flexibility of space and technology, Mr. Felton asked the architect how he ensures that the community is provided with state-of-the-art methodology on how buildings are to be designed and modernized. Mr. Shpur stated that he tries to focus on flexibility, but he relies heavily on the data he is given by educational planners. The architect is charged by contract to deliver educational specifications in an updated, modernized facility that reflects the design process done in concert with the community. The plan includes an infrastructure, core, and an expandible facility that can respond to enrollment issues.

Ms. Signer recalled from a previous meeting that the school system is placing the fence that separates the school's property from the adjoining property inside the school's property line. She asked what the nature of the easement would be? Mr. Wilder replied that it would be in the form of a contract between the school system and the owner of the adjoining property that will include an indemnification clause, the set aside for maintenance of the fence, and the assumption of all liabilities for maintenance and injury on the part of the adjacent neighbor. Ms. Signer asked how long that contract would run, and if it is transferable to new owners of the private property? Mr. Hawes replied that the agreement will be recorded along with the deed so that it becomes part of the lease or sale of the property.

Ms. Gutiérrez asked about accessibility for the disabled, and what kind of accommodations have been done? Dr. Gavin replied that the building will be totally accessible under the Americans with Disabilities Act.

In response to Mr. Ewing's concern, Mr. Wilder suggested an amendment to change the fourth *whereas* to read

The superintendent, as part of the FY 1999 capital budget process, will request funds to modernize Bethesda Elementary School and to ~~plan the addition of~~ to **add** up to four additional classrooms.

Mr. Ewing asked that if the Board adopts the resolution, the request would be for full funding for all four classrooms and the decision would be made later. Mr. Ewing stated that it should be a *resolve*, and Dr. Vance agreed.

Re: **AN AMENDMENT BY A MR. EWING TO THE PRESENTATION OF PRELIMINARY PLANS - BETHESDA ELEMENTARY SCHOOL MODERNIZATION**

On motion of Mr. Ewing and seconded by Ms. Gutiérrez, the following motion was placed on the table:

Resolved, That the Board of Education requests the superintendent to proceed with the process described in the *whereas* of this resolution in a fashion incorporating the three assurances recommended by the Bethesda-Chevy Chase PTA Cluster in its letter of October 3, 1997, to Mr. Felton and Dr. Vance.

Re: **DISCUSSION**

Mrs. Gordon did not agree with the three recommendations in the Cluster's letter. She raised the issue about the placement of special education programs. If the school system

is going to allow the B-CC Cluster to establish a task force on the placement of special education programs, the school system needs to revise its procedures for placement of special education programs in every school in Montgomery County. She did not know that the school system can be limited to having those decisions go through a full community process.

Mr. Felton thought the school system should accommodate and support the community, but he was not certain that there should be binding language in a resolution.

Mr. Ewing responded that the statement does not bind the superintendent or the Board. The statements say that the superintendent will proceed in a fashion that is consistent with those three statements. There is no fundamental policy change. It is a reasonable set of procedures and is not inconsistent with the way the superintendent would plan to work. It would encourage the community to believe that the school system is serious in an effort to work with them.

Mrs. Gordon stated that the Board does not currently approve the placement of special education programs in specific schools. The statement says that a task force will report back to the Board on its findings and proposals before a final decision is made. The Board does not make that decision, and, if the superintendent wants to get input and begin to do that, that is fine. She had a philosophical problem with the third statement in that "MCPS will institute a policy of notifying or consulting the PTA, the parent community and the principals of the affected schools before making any future major relocation decisions for special education children of this cluster or other clusters." She believed that those decisions need to be made based on the needs of the students, not upon the input of the affected community. Over the last two years, the school system has had a number of new programs that have been placed in schools, and there has been a great deal of input and comment from the communities. What the school system has consistently said is that those programs are placed in schools to meet the needs of special education students, not because they meet the needs or desires of the community that may or may not want a specific or certain type of program. She could not support anything that has the three conditions within it.

After looking at the three statements, Mrs. King thought those statements restrict the school system too much. Those statements are probably good ideas, but she would not want to see them be in the *resolve*. It would be precedent setting, and she would not support that part of the motion.

Dr. Cheung asked the superintendent about the three assurances as presented by the B-CC Cluster, what is the impact on policy? Dr. Vance responded that if it was followed to the intent of the recommendations, he might have to come back to the Board with a policy analysis and recommendation for changes.

Ms. Signer understood the concerns of both the parents in the cluster and Mrs. Gordon. The school system needs to meet the needs of all special education students. The school system must also meet the needs of regular education students who are in schools with high proportions of special education students. What she was not willing to do was to make a change in policy in the context of approving the plans for a single school. She thought these were issues that the Board needs to look at separate and apart from the approval of any one set of modernization plans. She would support a motion that has the Board revisit these three statements that are outlined in the cluster's letter, but she would not support it as part of the approval of a specific set of plans.

Ms. Gutiérrez understood the three issues were for consideration and not implementation. Simply because the Board has not been directly or indirectly involved with special education does not constitute a reason why the Board will never do that. It is important for the Board to look at these issues and understand them better. There could be a need in the future to revise policy or issue new policies. She asked Mr. Ewing to clarify his resolution.

Mr. Ewing stated that the Board does make decisions that greatly affect indirectly the placement of special education programs. It does so through capital decision-making and programs that ought to be in schools, and it has done that rapidly over the years. He thought that was appropriate, and, in fact, the Board is excluded too often from special education issues altogether. The Board is so intimidated by federal law that it does not exercise the authority it could and should. With respect to changing the resolution, he thought the resolution was a good one, but if the Board was uncomfortable with the third statement, it could be left out and raised as a new business item.

Re: **AN AMENDMENT BY A MR. EWING TO THE
PRESENTATION OF PRELIMINARY PLANS -
BETHESDA ELEMENTARY SCHOOL MODERNIZATION**

On motion of Mr. Ewing and seconded by Ms. Gutiérrez, the following motion was placed on the table:

Resolved, That the Board of Education requests the superintendent to proceed with the process described in the *whereas* of this resolution in a fashion incorporating the first two assurances recommended by the Bethesda-Chevy Chase PTA Cluster in its letter of October 3, 1997, to Mr. Felton and Dr. Vance.

Ms. Signer was not prepared to support that motion because the second statement would require MCPS to establish a task force including representatives of the PTAs, special education parents, and the principals of cluster schools to consider the alternatives for future placement of the special education children. While that is something the Board may

wish to institute in the future, she would not institute it as part of the approval of a specific set of modernization plans.

Mrs. Gordon agreed with Ms. Signer. The larger issue is if the Board is going to make these kinds of changes or additions to what is currently done, it has to be done for all 21 clusters and all special education programs. It is an issue that needs to be addressed, but this is not the place to do it.

Dr. Cheung stated that the superintendent indicated earlier that without the resolution proposed by Mr. Ewing that he would consider the three recommendations. He asked Dr. Vance if that was correct? Dr. Vance thought it would be difficult if the Board votes the motion down. What he suggested to the Board in the white paper was that staff will work with the community to see if they can reach accord and agreement on the future enrollment projections. Dr. Wilhoyte will look at the entire cluster when special education programs are placed in schools.

Ms. Signer made clear that it was her expectation that staff will continue to meet with the community as they have in the past. Certainly, this whole process of approving plans for Bethesda Elementary School has pointed out the importance of continually working with the community in the modernization process. This is not intended to repudiate the cooperative work with staff and community members. It is simply a belief on her part that the school system needs to address the issues raised by the B-CC Cluster in the context of all 21 clusters, not in the context of a single school.

Ms. Gutiérrez thought the second statement was meant to put in place a task force to look at these issues. She commended the parents of Bethesda Elementary School for identifying issues that have been brought to the Board, perhaps, for the first time. Sometimes the Board makes decisions that are isolated from one another, and there is a need to look at issues in an integrated manner. She hoped that the superintendent would listen to the issues raised, and he would put into place mechanisms that will allow a systematic review of those community concerns.

Re: **AN AMENDMENT BY A MR. EWING TO THE PRESENTATION OF PRELIMINARY PLANS - BETHESDA ELEMENTARY SCHOOL MODERNIZATION (FAILED)**

A motion of Mr. Ewing and seconded by Ms. Gutiérrez, the following motion failed with Mr. Ewing and Ms. Gutiérrez voting in the affirmative; Dr. Cheung, Mr. Felton, Mrs. Gordon, Mrs. King, and Ms. Signer voting in the negative:

Resolved, That the Board of Education requests the superintendent to proceed with the process described in the *whereas* of this resolution in a

fashion incorporating the first two assurances recommended by the Bethesda-Chevy Chase PTA Cluster in its letter of October 3, 1997, to Mr. Felton and Dr. Vance.

RESOLUTION NO. 617-97 Re: **PRESENTATION OF PRELIMINARY PLANS -
BETHESDA ELEMENTARY SCHOOL MODERNIZATION**

On recommendation of the superintendent and on motion of Ms. Gutiérrez and seconded by Mrs. King, the following resolution was adopted unanimously by members present:

WHEREAS, The FY 1998 capital budget contains planning funds for the modernization of Bethesda Elementary School which is tentatively scheduled to begin construction in June 1998 and be completed by August 1999, contingent on the approval of construction funding in the FY 1999 capital budget; and

WHEREAS, The architect for the modernization of Bethesda Elementary School, Walton, Madden, Cooper, Robinson, Poness, Inc., has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, Issues raised by members of the community and the PTA have been addressed through a community meeting on September 29, that included discussion of the planning process and the architectural solution, enrollment data/projections, Bethesda-Chevy Chase cluster programs, and special education programs; and

WHEREAS, Staff will continue to work with the B-CC cluster to recommend the location of additional special education classes in the cluster in September 1998; and

WHEREAS, A decision about the special education placement within the cluster and the number of classrooms to be added to the project will be made following receipt of construction bids in May 1998; now therefore be it

Resolved, That the Board of Education approves the preliminary plan report for the modernization of Bethesda Elementary School, including funding for four additional classrooms should they be needed, developed by Walton, Madden, Cooper, Robinson, Poness, Inc., Architects; and be it further

Resolved, That the Board of Education authorizes the superintendent to begin architectural planning for a one, two, three, or four classroom addition, using existing current modernization funds for the design in the amount of \$52,000.

Re: **REVISION TO POLICY IAA: CHARACTER EDUCATION**

On recommendation of the superintendent and on motion of Ms. Signer seconded by

Mrs. Gordon, the following resolution was placed on the table:

WHEREAS, In January 1982, the Board of Education adopted a policy on valued education (IAA) endorsing the character and citizenship objectives articulated by the Maryland General Assembly's *Values in Education Commission*; and

WHEREAS, On November 13, 1990, and April 27, 1992, the Board of Education engaged in discussions about teaching moral and ethical values; and

WHEREAS, On May 14, 1996, the Board of Education resolved to develop and adopt a policy designed to promote character and values education; and

WHEREAS, On October 28, 1996, the Board of Education received a policy analysis on character education and asked the superintendent to revise the existing policy; now therefore be it

Resolved, That the Board of Education takes tentative action to amend Policy IAA: *Character Education*, as show in the draft.

Re: **DISCUSSION**

Ms. Gutiérrez stated that the old MCPS exhibit that contained character and citizen objectives and was the key to the old policy was not contained with the material before the Board. The exhibit should be part of what is sent out for public comments after the tentative policy is approved.

Mrs. King commented that character education is an important issue for her, and she enjoyed working with staff. She thought it was a policy that covers everything without stepping over the line of religion and moral issues. The community is concerned about character education and how religious issues will be addressed. Churches and families need to handle the religious issues with children, and the school system handle the societal issues.

Mrs. Gordon agreed with Mrs. King. After attending the National School Boards Association (NSBA) conference, NSBA recommended that school systems need to adopt policies on character education. Through an arduous process, staff has drafted a broad policy. She did not believe that this policy was only for students, but the policy is for everyone throughout the school system. This draft policy is what she envisioned when she requested that the character education policy be reviewed.

Dr. Cheung was very pleased with the proposed draft on character education. The communities have already started to implement character education. He also liked

Mr. Ewing's suggestion in his memorandum and that statement could start the policy as a preamble.

Ms. Gutiérrez asked for the former exhibit because she could not find where the policy specified character education objectives. She thought the new draft policy considerably weakened whatever statement that could be made on character education. Other character education programs speak about specific character attributes. She did not know how this policy helps the school system achieve or what principles, students and staff are expected to accomplish with this policy statement. The former policy was very crisp with guidelines and objectives used to develop programs, and it has been replaced with general statements.

Ms. Signer liked the policy and would support it. Values are a very personal thing shaped by your own experiences, religion, and moral ethic. She took issues with Mr. Ewing's comments in his memorandum that he believes there is a serious problem with what was written in C.1. (Position). It is what is written in C.1. that allowed her to support this draft policy by stating that the character education components are unique to the school community. She took that to mean that each school community chooses the kind of program that suits its community. Whitman has its Pillars of Ethics. Gaithersburg has its Character Counts. Those were programs that grew from the community, and that is the kind of character education that she envisions. A program that grows from the community, not a program that is imposed top-down by the Board of Education.

Mr. Felton commented that he was comfortable with the draft policy because it recognizes that while everyone in Montgomery County supports good character, the emphasis may vary from school to school. If the school system really wants to have an impact on the student body and faculty, there has to be a greater buy in than mere words that the Board might compose. On the other hand, as he looked through the draft policy, he saw "characteristics" that provide the basis and foundation for programs. The policy speaks about truth, responsibility, and justice. If something is to work, it cannot be too complicated. He was not uncomfortable with the lack of structure because the draft policy establishes a framework. He would not want the Board to try to define what character, values, and specific traits instituted school wide. He was prepared to support the draft policy.

Mr. Ewing stated that this issue was raised almost 20 years ago, when he raised it. It is an area where the Board has made very little progress because there is a vast amount of difference in views on these matters. His objections to the draft policy have to do with the fact the policy has virtually no analysis, certainly no summary of past discussion, and no examination of the deeper issues related to character education. It seemed to him that if the Board is going to advocate character education, the Board ought to attempt some definition of the term character. In the draft policy, terms are used without clarifying how

they are to be understood. There is character education and character development, and neither is defined. There is a statement about the encouragement of the development of a strong moral anchor, but no definition of what that means. There is a statement about schools having a responsibility to demonstrate and promote ethical behavior. Schools have a profound influence on character, ethics, and values. These terms are not interchangeable, and they are not defined. That is sloppy thinking, at best, and at worst it will perpetrate confusion among those who have to deal with the policy.

Mr. Ewing remarked that the problem with C.1. is that it states that "all are to engage in deliberation about the specific character education components that reflect their unique school community." What this says is that character education is something that varies from school to school and, presumably, character does too. Is good character not universal? Should not the school system be moving in the direction with the policy to see that that becomes the case? If not, is this not moral relativism run rampant? Moral relativism is very popular, and it is a liberal construction of morality. Mr. Ewing stated that he is profoundly conservative on this issue, and there are fundamental values.

Mr. Ewing stated that the components of character education are listed. The draft policy states that character education may include them, but not be limited to them. How and why did the superintendent arrive at that list? It looks like there is a menu from other jurisdictions with a little of this and a little of that. He did not see how the school system would get good character education that way. Furthermore, what do the elements mean? They are not defined either. He thought the Board should adopt a policy, and he was in favor, in general, of educating children so that their character is profoundly affected in a way that produces better people and citizens. He drafted a simple statement that he thought the Board could use:

The Board of Education believes that every child's character is molded by influences starting with the child's family, and including all the other institutions that affect the child's life including religion, school, and community, and the public philosophy about the workings of the institutions of government. It is a major purpose of public education to encourage in every possible way the development of good character in every child. The elements of good character include: honesty and integrity, a commitment to fair play for all, compassion and courtesy to all, recognition of responsibility for one's action, a commitment to justice in society, respect for the rights of others, and tolerance for differences of view and of personal characteristics, a devotion to seeking the truth, a commitment to civic virtue (which means taking seriously the responsibility to be a good citizen and a thoughtful supporter of democratic institutions), and respect for the human worth and dignity of everyone.

He thought it was important for every school to have instructional objectives for every grade level to support these efforts. If it is left entirely up to the school, some will do it and others will not. The Board wants to ensure that schools will enforce the policy. Results should be measured in a variety of ways, including correlating the extent to which character education is fully implemented in the school and improving student behavior. Mr. Ewing believed that the draft policy must be substantive. He was disappointed in this draft because it is shallow and incomplete; therefore, he could not vote for it.

Mrs. Gordon agreed with what Mr. Ewing said, but she stated those were her personal values. The Board has to look at what are shared values. She thought the statement about the Board of Education's belief was one that she could fully support. She believed that the Board needs to state that character education starts with the child's family and that is where the major responsibility rests. But, other organizations including public schools have a responsibility to make sure that that is carried forward. There needs to be a statement in the policy of the expectations of the Board. There must be latitude, but there also need to be some givens.

RESOLUTION NO. 618-97 Re: **AN AMENDMENT TO THE REVISION TO POLICY IAA:
CHARACTER EDUCATION**

On motion of Mr. Ewing and seconded by Mrs. Gordon, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education amends the Revision to Policy IAA, Character Education, by adding the following as a preamble before the section entitled Purpose:

The Board of Education believes that every child's character is molded by influences starting with the child's family, and including all the other institutions that affect the child's life. It is a major purpose of public education to encourage in every possible way the development of good character in every child.

Re: **FRIENDLY AMENDMENT**

Ms. Signer suggested a friendly amendment, accepted by consensus, to B. Issues, to replace "Success for Every Student Plan" with "Montgomery County Public Schools."

RESOLUTION NO. 619-97 Re: **AN AMENDMENT TO THE REVISION TO POLICY IAA:
CHARACTER EDUCATION**

On motion of Mrs. Gordon and seconded by Mrs. King, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education amends the Revision to Policy IAA, Character Education, at C.4 to read:

Character education **shall** ~~may~~ include but not be limited to the following: caring, citizenship, fairness, hard work, respect, responsibility, and trustworthiness.

Re: **AN AMENDMENT BY MR. EWING TO THE REVISION TO POLICY IAA: CHARACTER EDUCATION (FAILED)**

On motion of Mr. Ewing and seconded by Dr. Cheung, the following resolution failed with Dr. Cheung, Mr. Ewing, and Ms. Gutiérrez voting in the affirmative; Mr. Felton, Mrs. Gordon, Mrs. King, and Ms. Signer voting in the negative:

Resolved, That the Board of Education amends the Revision to Policy IAA, Character Education, at C.4 to read:

Character education shall include but not be limited to the following: honesty and integrity, a commitment to fair play for all, compassion and courtesy to all, recognition of responsibility for one's action, a commitment to justice in society, respect for the rights of others, and tolerance for differences of view and of personal characteristics, a devotion to seeking the truth, a commitment to civic virtue (which means taking seriously the responsibility to be a good citizen and a thoughtful supporter of democratic institutions), and respect for the human worth and dignity of everyone.

RESOLUTION NO. 619-97

Re: **AN AMENDMENT TO THE REVISION TO POLICY IAA: CHARACTER EDUCATION**

On motion of Ms. Signer and seconded by Mr. Felton, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education amends the Revision to Policy IAA, Character Education, at C.4 to read:

Character education shall include but not be limited to the following: caring, citizenship, fairness, hard work, **honesty**, respect, responsibility, and trustworthiness.

Re: **AN AMENDMENT BY MR. EWING TO THE REVISION TO POLICY IAA: CHARACTER EDUCATION (FAILED)**

On motion of Mr. Ewing and seconded by Ms. Gutiérrez, the following resolution failed with

Dr. Cheung and Mr. Ewing voting in the affirmative; Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, and Ms. Signer voting in the negative:

Resolved, That the Board of Education amends the Revision to Policy IAA, Character Education, at C.4 to read:

Character education shall include but not be limited to the following: caring, citizenship, fairness, hard work, honesty, respect, responsibility, **tolerance** and trustworthiness.

RESOLUTION NO. 620-97 Re: **AN AMENDMENT TO THE REVISION TO POLICY IAA:
CHARACTER EDUCATION**

On motion of Mr. Ewing and seconded by Mrs. Gordon, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education amends the Revision to Policy IAA, Character Education, at E.2 to read:

Every school shall have a program to support efforts to build good character.

RESOLUTION NO. 621-97 Re: **REVISION TO POLICY IAA: CHARACTER EDUCATION**

On recommendation of the superintendent and on motion of Ms. Signer seconded by Mrs. Gordon, the following resolution was adopted with Dr. Cheung, Mr. Felton, Mrs. Gordon, Ms. Gutiérrez, Mrs. King, and Ms. Signer voting in the affirmative; Mr. Ewing voting in the negative:

WHEREAS, In January 1982, the Board of Education adopted a policy on valued education (IAA) endorsing the character and citizenship objectives articulated by the Maryland General Assembly's *Values in Education Commission*; and

WHEREAS, On November 13, 1990, and April 27, 1992, the Board of Education engaged in discussions about teaching moral and ethical values; and

WHEREAS, On May 14, 1996, the Board of Education resolved to develop and adopt a policy designed to promote character and values education; and

WHEREAS, On October 28, 1996, the Board of Education received a policy analysis on character education and asked the superintendent to revise the existing policy; now therefore be it

Resolved, That the Board of Education takes tentative action to amend Policy IAA:

Character Education, as show in the following:

CHARACTER EDUCATION

The Board of Education believes that every child's character is molded by influences starting with the child's family, and including all the other institutions that affect the child's life. It is a major purpose of public education to encourage in every possible way the development of good character in every child.

A. PURPOSE

1. To reaffirm the Board of Education's commitment to the ideals of good character and citizenship through character education
2. To ensure that character education programs address the unique needs of the individual school communities through the collaboration of staff, students, parents, and the greater school community
3. To continue to foster a safe, supportive, and academically challenging environment for all students by providing skills for personal interaction based on living in and contributing to a democratic society

B. ISSUE

The Montgomery County Public Schools values the right of every child to a quality education. The Board of Education recognizes that a quality education includes a fundamental expectation that schools provide an environment that encourages the development of a strong moral anchor in truth, responsibility, and justice. American public education has historically viewed character development as a foundation of the major mission of successful teaching and learning. Values and character are formed by the social environments of homes, schools, and communities. Clear expectations, personal ownership of behavior and responsibility, a supportive environment, and pride in complying with the norms of the community shape behavior.

Families, schools, and communities have a profound influence on character, ethics, and values in both direct and indirect ways, and school communities have a responsibility to demonstrate and promote ethical behavior. All stakeholders in the educational process must work in partnership to ensure the successful development of the citizens of future generations.

C. POSITION

1. The Board of Education expects staff, students, families, and the greater community to engage in a deliberative process to determine the specific character education components that reflect their unique school community.
2. School communities shall be maintained in which positive behavior is expected, modeled, and reinforced within an environment of mutual respect and dignity.
3. The Montgomery County Public Schools *Program of Studies* shall provide opportunities for the integration of character education throughout the curricula.
4. Character education shall include but not be limited to the following: caring, citizenship, fairness, hard work, honesty, respect, responsibility, and trustworthiness.

D. DESIRED OUTCOMES

1. Character education is a foundation of the schools' major mission of successful teaching and learning.
2. Students are prepared to live and contribute as citizens in a democratic society.
3. Families, schools, and communities work in partnership to model and develop qualities of good character.

E. IMPLEMENTATION STRATEGIES

1. Schools will continue to provide opportunities for students to demonstrate and practice good character.
2. Every school shall have a program to support efforts to build good character.
3. The process of integrating character education in school-wide programs will include the involvement of students, staff, families, and the greater school community.
4. Student expectations are articulated in Policy JFA: *Student Rights and Responsibilities*.
5. Staff members are expected to model good character and citizenship.

6. The superintendent will recommend any changes to the *Program of Studies* that may be necessary to include character education objectives in the instructional program.
7. Regulations to implement this policy will be developed, as necessary.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

Re: **STATEMENT FOR THE RECORD**

Mr. Ewing made the following statement: "The basis for my opposition is not the lack of support for character education. On the contrary, it is a lack of support for a draft policy that, I think, is unclear, poorly defined, and relies too much on a philosophy of moral relativism that I do not support and cannot support."

Re: **A MOTION BY MR. EWING TO SEND OUT THE REVISION TO POLICY IAA: CHARACTER EDUCATION (FAILED)**

On motion of Mr. Ewing and seconded by Ms. Gutiérrez to send out the exhibit with a notation that makes it clear that it was part of the original policy that the Board proposes to drop based on approving the draft policy, failed with Dr. Cheung, Mr. Ewing, Mr. Felton, and Ms. Gutiérrez voting in the affirmative; Mrs. Gordon, Mrs. King, and Ms. Signer voting in the negative.

RESOLUTION NO. 622-97 Re: **CLOSED SESSION RESOLUTION**

On recommendation of the superintendent and on motion of Mrs. Gordon seconded by Ms. Signer, the following resolution was adopted unanimously by members present:

WHEREAS, The Board of Education of Montgomery County is authorized by the Education Article of the Annotated Code of Maryland and Title 10 of the State Government Article to conduct certain meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conducts a portion of its meeting on Monday, October 27, 1997, from 7:30 to 8:00 p.m. to discuss personnel matters and other matters protected from public disclosure by law, to review and adjudicate appeals, and to address other issues including consultation with counsel to obtain legal advice; and be it further

Resolved, That these meetings are conducted in Room 120 of the Carver Educational Services Center, Rockville, Maryland, as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and Section 10-508 of the State Government Article; and be it further

Resolved, That such meeting shall continue in closed session until the completion of business.

Re: REPORT OF CLOSED SESSION

On September 9, 1997, by the unanimous vote of members present, the Board of Education voted to conduct a closed session on September 22, 1997, as permitted under § 4-106, *Education Article of the Annotated Code of Maryland* and *State Government Article §10-501*.

The Montgomery County Board of Education met in closed session on September 22, 1997, from 7:30 to 8:25 p.m. The meeting took place in Room 120, Carver Educational Services Center, Rockville, Maryland.

The Board met to discuss personnel issues, planning for negotiations, and legal matters with its attorney. The Board reviewed and adjudicated Appeal No. 1997-23, Appeal No. T-1997-50, Appeal No. T-1997-54, Appeal No. T-1997-55, Appeal No. T-1997-63, Appeal No. T-1997-64, Appeal No. T-1997-51, Appeal No. T-1997-65, Appeal No. T-1997-68, Appeal No. T-1997-69, and Appeal No. T-1997-70.

In attendance at part or all of the closed sessions were: Elizabeth Arons, Larry Bowers, Alan Cheung, Blair Ewing, David Fischer, Reggie Felton, Hiawatha Fountain, Katheryn Gemberling, Bea Gordon, Ana Sol Gutiérrez, Pat Hahn, Roland Ikheloa, Nancy King, Don Kopp, George Margolies, Brian Porter, Glenda Rose, Ruby Rubens, Steven Seleznow, Mona Signer, Roger Titus, Paul Vance, and Debbie Wheat.

Re: NEW BUSINESS

Board members introduced the following resolutions:

1. Ms. Signer moved and Mrs. King seconded the following:

WHEREAS, In March 1993 the Board of Education voted to standardize bell times for the 1993-94 academic year in order to save \$800,000 per year; and

WHEREAS, Research conducted at Brown University, Stanford University, and the University of California has demonstrated the harmful effects of

sleep deprivation on teenagers and the relationship between sleep deprivation and academic performance; and

WHEREAS, Preliminary evidence from Minnesota, where school systems are experimenting with allowing high school students to start school at 8:30 a.m. suggests that the later schedule is paying off with few discipline problems and a happier, more rested student body; now therefore be it

Resolved, That the Board of Education directs the superintendent of schools to analyze bell schedules in neighboring jurisdictions and in Edina, Minnesota, in light of the research on teenage sleep deprivation, and explore options that would permit Montgomery County Public Schools (MCPS) high school students to start school at a later time; and be it further

Resolved, That the superintendent of schools present those options to the Board of Education, along with the programmatic and fiscal impacts on MCPS; and be it further

Resolved, That the Board of Education schedule time for discussion of and possible action on alternative bell times prior to adoption of the fiscal year 1999 MCPS operating budget.

2. Mr. Ewing moved and Mrs. King seconded the following:

Resolved, That the data from the pilot studies undertaken by Montgomery County Public Schools in cooperation with Montgomery College to test 10th grade students be provided, with appropriate qualifications, to members of the Board of Education as soon as possible.

3. Mr. Ewing moved and Dr. Cheung seconded the following:

Resolved, That the Board of Education holds a public hearing on the issues of concern to parents and community concerning the Montgomery County Public Schools' special education programs; and be it further

Resolved, That the issues may include, but are not limited to, the following: staffing and staffing ratios, placement processes, program quality, parental involvement in special education, budget support, facilities, and inclusion.

4. Mr. Felton moved and Mrs. King seconded the following:

Resolved, That the Board of Education requests the superintendent to bring forth

information on the process for determining educational specifications for construction and modernization to include technological advances and innovations.

Re: **ITEMS OF INFORMATION**

1. Items in Process
2. Construction Progress Report

RESOLUTION NO. 623-97

Re: **ADJOURNMENT**

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

Resolved, That the Board of Education adjourns its meeting of October 7, 1997, at 4:00 p.m.

PRESIDENT

SECRETARY

PLV:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

October 7, 1997

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