

APPROVED
25-1988

Rockville, Maryland
May 10, 1988

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, May 10, 1988, at 10:10 a.m.

ROLL CALL Present: Mrs. Sharon DiFonzo, President
 in the Chair
 Dr. James E. Cronin
 Mr. Blair G. Ewing
 Mr. Bruce A. Goldensohn
 Mr. Andrew Herscowitz*
 Mrs. Marilyn J. Praisner
 Mrs. Vicki Rafel
 Dr. Robert E. Shoenberg*

 Absent: None

 Others Present: Dr. Harry Pitt, Superintendent of Schools
 Dr. Paul L. Vance, Deputy Superintendent
 Mr. Thomas S. Fess, Parliamentarian

 Re: BOARD AGENDA - MAY 10, 1988

Dr. Cronin moved and Mrs. Praisner seconded a motion to approve the agenda with the addition of 15 minutes to the noontime executive session.

Mr. Ewing made the following comment for the record:

"I am going to vote against the motion to approve the agenda on the basis of this concern I have. Item 6.0 is a review of secondary magnet programs. The Board adopted a motion on February 25 that the Board should review the progress of the magnet schools in the Blair and B-CC clusters with a view to determining effectiveness and future needs. We had a review of a report from DEA on elementary magnets which covered a period through 1986, and we have on the agenda today a review of secondary programs. The original motion in my view was designed to do some other things which was to focus on some issues of effectiveness and of future needs for both elementary and secondary schools. We did not do that in terms of future needs and resource needs for the elementary schools, and the paper before us today on review of secondary magnet programs really doesn't focus on the future and effectiveness in any kind of detail or resource needs. I believe that the item as scheduled is unresponsive.

"I took this up with the Board officers and the Board president, and they don't agree with my view, but I have a deep concern about this that I think goes more to procedure here than to substance. That is that when motions that the Board makes and approves are approved, then they get scheduled as approved. Mine did not. I objected to that. I thought that was a departure from normal procedure, and nothing has happened to change that. I think that is unfair. I

think it sets a bad precedent for other Board members who in good faith get the Board's approval for motions that they make on new business items and then find that the motion is, in fact, either changed in terms of the action that is proposed and that their objections are ignored or not responded to until the last minute when the agenda has already been printed and distributed. I don't think that is a good precedent. I don't think the Board ought to be operating in that fashion, and I object very strongly to that sort of procedure. That's not something I am sure which will change today's agenda, but I wanted that for the record because I intend to continue to pursue the issue with the Board and with Mrs. DiFonzo and with others in the community."

RESOLUTION NO. 224-88 Re: BOARD AGENDA - MAY 10, 1988

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

RESOLVED, That the agenda for May 10, 1988, be approved with 15 minutes added to the noontime executive session.

Re: ANNOUNCEMENTS

Mrs. DiFonzo reported that Dr. Shoenberg would join the Board about 1 p.m., and Mr. Herscovitz would join the Board around 11 a.m.

Re: APPRENTICESHIP CERTIFICATE PRESENTATION

Dr. Pitt introduced Mr. James Maddox, United States Department of Labor. He explained that they had eight people in the maintenance apprenticeship program, with a male and a female enrolled in carpentry, electricity, electronics, and painting. This was a small step forward in affirmative action.

Mr. Maddox praised the initiative and creativity taken by the Department of Maintenance, Career and Vocational Education, and Personnel in developing and implementing the apprenticeship training program. The program was developed as a way to bring more people into areas of labor shortages and as a way to bring more women into the nontraditional work force. He urged MCPS to expand this program to increase the number of minorities and women in skilled trades. He also urged MCPS to increase opportunities for handicapped people. He would ask other school systems to look at MCPS as a model in developing career apprenticeship programs. He then presented the certificate to Mrs. DiFonzo and Dr. Pitt.

RESOLUTION NO. 225-88 Re: SALUTE TO SCHOOL FOOD SERVICE PERSONNEL DAY - MAY 11, 1988

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

WHEREAS, The services provided by cafeteria personnel to students, faculty, and other staff are vital to the operation of our schools; and

WHEREAS, The over eight million meals they serve every year to our children under the National School Lunch and School Breakfast Programs are but partial testimony to their valuable contributions; and

WHEREAS, These dedicated people deserve to be recognized for their continuing commitment to feeding our students and offering a variety of nutritional services to the community; now therefore be it

RESOLVED, That the Board of Education hereby proclaim Wednesday, May 11, 1988, to be the Third Annual Salute to School Food Service Personnel Day in the Montgomery County Public Schools; and be it further

RESOLVED, That this resolution be included in the minutes of this meeting.

Re: OUTSTANDING SERVICES AWARDS

Awards for outstanding service were presented to the following food services personnel:

Elizabeth Good, Food Service Satellite Worker, Fallsmead ES
David Musick, Supply Service Worker II, Food Service Warehouse
Patsy Rutherford, Cafeteria Manager, Churchill HS
Gloria Sailer, Cafeteria Manager, Tilden IS
Maria Springirth, Food Service Worker I, B-CC HS
Myrtle Thomas, Food Service Satellite Worker, Diamond ES

Re: ELEMENTARY MATHEMATICS CURRICULUM

Dr. Pitt announced that this was their second effort to present a monthly curriculum program. Dr. Lois Martin, associate superintendent, said that it was a special pleasure to have principals, teachers, and area math specialists to participate and listen to the discussion. Mr. William Clark, director of the Department of Academic Skills, introduced Ms. Maryellen Stuart, Woodlin ES; Ms. Phyllis Taylor, College Gardens ES; Stan Schaub, principal of Poolesville ES; Ms. Anita McQueen, teacher specialist; Ms. Norma Mellott, math specialist; and Dr. Thomas Rowan, coordinator of elementary mathematics.

Dr. Pitt reported that Dr. Rowan had received the Glen Gilbert Award from the National Council of Supervisors of Mathematics. He said that this award was an outstanding recognition of Dr. Rowan from his peers in the field.

Mr. Clark reported that at one time they had a very general

curriculum in mathematics and how had a specific curriculum in terms of student outcomes and a systems approach to instruction. In the late 1950's and early 1960's there was an intensive study in Montgomery County of the instructional programs. The result of that effort was to provide a rationale and a curriculum design for the various instructional areas. The curriculum documents and teacher' guides from the 1960's were a result of that effort. In the late 1960's there was a countrywide movement for accountability which spelled out student learnings in behavioral terms so that students could be observed and measured. In MCPS there were 18 different levels for kindergarten through Grade 8. This provided a continuous progress curriculum for students. In the middle 1970's Dr. Bernardo, as superintendent, brought in the learner-centered management support system in reading/language arts and mathematics. They convinced Dr. Bernardo to stay with the MCPS math program which was already under development. Out of this grew the Instructional System in Mathematics (ISM) which was the component of the math program that had the assessment of where students were in the curriculum with record keeping devices and reports to parents.

Mr. Clark reported that ISM was supported by the mainframe computer which began to impinge on the capacity of the computer to provide for the administrative needs of the school system. In the early 1980's they moved into a microcomputer ISM program. Each elementary and J/I/M school had a microcomputer to do their assessments and generate their own reports. In 1985 there was a mathematics task force that recommended a look at the existing curriculum to update it and make some improvements. This was now before the Board for consideration and approval.

Dr. Rowan explained that their curriculum was designed for students to move through the curriculum into higher level math courses. They wanted students to acquire a knowledge of math that was based on concepts and not just skills, although skills were very important. Students should become problem solvers encompassing measurement, geometry, fractional numbers, real world data, graphics, and integers. He noted that most elementary schools in the United States did not teach geometry, but MCPS did. He felt the curriculum prepared students for success in algebra and other higher level courses and for applications in daily life. The supports for the program were designed to help teachers meet individual needs of students within the context of current class sizes. Objectives were behavioral, and they should assess them consistently and store the assessment results in a computer and print reports from those. Some objectives could only be assessed by having students demonstrate some principle of mathematics with concrete materials and others could be assessed with paper and pencil.

Dr. Rowan said that the student achievement records were kept in an Apple computer at the school and reports could be generated for the teacher and for the principal. They had 24 separate content categories, and the objectives in each of these categories were currently arranged sequentially. The sequence in most cases was based on their knowledge of how children learned mathematics. In a

few cases they had arbitrary sequences. This enabled them to maintain some degree of consistency from one school to another. Teachers could make some modifications of the sequences within the category, and the revisions they were recommending would make this easier to do. Because the math program was so diverse, it was difficult to summarize where a student was expected to be at the end of any given grade level. For example, at the end of Grade 6 a student would be involved in more than 20 of the 24 categories. Dr. Rowan reported that their current curriculum met the guidelines of the new State mathematics framework which every county had to meet by September, 1989 with one possible exception. He did not think that they measured up in the area of technology. Their CAT scores in mathematics were always among the highest in the state, and they had increased approximately eight NCE at Grades 3, 5, and 8 in the mathematics total since 1980. They also performed very well on the functional math test although that was a Grade 9 test. The math task force had commended them for the quality of their math curriculum and made some recommendations about how the curriculum could be improved. One of them was the technology area and the other was in the area of giving more attention to problem solving and higher order intellectual skills. In the summer of 1986 and 1987 they had two curriculum improvement workshops, and they had revised the PROGRAM OF STUDIES which the Board would be asked to approve in June. The revision added to the curriculum some of the technology issues which added the use of calculators, mental arithmetic, estimation, and statistics. They were also revising the software to support the curriculum to help teachers to better interrelate the objectives of the curriculum and the objectives of math with other areas of the elementary program. They also wanted to make the assessment and record keeping process more efficient.

Ms. McQueen reported that the curriculum supports were divided into four categories: documents, ISM, training, and teacher specialists. Among the documents were instructional guides, problem-solving guides, and extension guides. These documents provided a total picture of the elementary mathematics Scope and Sequence and included the objectives that were to be taught, prerequisite skills required for these objectives, and suggestions for instruction. ISM assured that students received instruction at the appropriate level, that student progress was monitored on a regular basis, and that there was consistency in instruction and assessments across the school system. ISM provided demonstration assessments, constructive response, and test scores which were computer scored tests. ISM also had computer-generated reports which were made available to principals and teachers and contained information on individual students and groups of students.

Ms. McQueen stated that the MSDE only required six hours of math for elementary school certification. Therefore, MCPS had a strong emphasis on the training of teachers in mathematics. New teachers received extensive training in the summer and during the school year to help them understand the math curriculum. Seasoned teachers had available to them in-service courses which were approved by the MSDE, and teachers received credit. In 1988-89 they planned to add

additional courses in specific content areas such as probability and fractions.

Ms. McQueen explained that the Teacher Training Project was another component of their training. This was formerly funded by Title II, and last year MCPS funded it. The purpose of the program was to increase the mathematics content knowledge of elementary teachers and to have them share that knowledge with their coworkers. In addition, through Q.I.E. they had training through American University on instructing minority children in math and science. They also had Priority I modules for which teachers received stipends. They offered the criterion-referenced tests and the Maryland Functional Math Test modules. Last summer they added a math institute for teachers trained in the Elementary Math Teacher Training Project for them to continue to receive mathematics instruction. Last year they had funds to provide academic skills modules. They also had an elementary math fair last year for teachers to attend several mathematics content sessions in one evening, and for this teachers were paid a stipend. She reported that the math teacher specialists served as instructors for training and helped schools implement the math curriculum.

Ms. Maryellen Stuart explained that in the classroom they taught to the objectives in the ISM system. She demonstrated a hands-on lesson she used in her first grade classroom to teach common fractions. She said they tried to integrate what they taught with problem-solving techniques and with other areas in the curriculum. The mini-lesson integrated geometry, shapes, and fractions. She said that in her class they were not using a textbook this year. Their approach was all hands on and manipulative. She said that this year they had done cooking where they used fractions in measuring and combined this with science where they grouped the objects they were going to use according to their properties. In her classroom, she had parent and retired citizens volunteers to help. The materials came from their regular allocation of instructional materials and from the special minigrants from the area office.

Ms. Taylor reported that she worked on an interdisciplinary team, and she had a responsibility for five groups of fourth or fifth graders. The children were grouped according to reading achievement, and then she looked at them as individuals because math achievement did not parallel reading achievement. It was essential that her grouping remain flexible because children learned at different rates. She sometimes had them in a total group, small groups, cooperative learning, peer tutoring and sometimes one to one. She introduced children to concepts by demonstration, and then the children went off to discover and then to move on to paper and pencil activities. Skills were not taught in isolation but rather were taught in clusters. For example, problem solving was woven throughout the entire curriculum and provided an avenue for practical application of skills. Review was essential because the math system was sequential. She commented that enrichment and remediation were also important parts of the program.

Ms. Taylor noted that children moving in the county came to them with a student profile so that they could be placed in classes. Children from outside the system took a placement test. She felt that parent conferences were much more realistic because they could look at their child's profile and see exactly where the child fit in the math program. The ISM aide was essential in helping them keep records. The Title II project had been invaluable to her because it had enhanced her expertise and provided her with new knowledge and materials. Resource teachers provided them with invaluable support, and parent volunteers were used in most schools. As she looked at her students and watched them grasp new concepts, she felt the program was meeting their needs.

Mr. Schaub reported that in his school there were 25 classrooms where students were receiving math instruction. He felt that the ISM system permitted him to monitor this instruction. If a principal monitored the printouts, they would give him a quick and accurate look at the school's math program, at what individual teachers were doing, and at what individual students were doing. He reported that the students who had pioneered this program were graduating from high school this year. He agreed that they should constantly evaluate the curriculum for the appropriateness of objectives by grade levels. He suggested that new teachers have input into this process.

Mr. Schaub stated that the program worked well because of all the supports provided. The job the ISM aides did to monitor the program was crucial as well as the services rendered by the math specialists. Four years ago when he was a new principal, he felt he could not have moved the program without the assistance of the math specialists. Dr. Rowan reported that over the next year there would be three national reports and recommendations about mathematics education. MCPS would need to take a look at those reports when they were available. He thought their curriculum was in good shape, especially with the revisions they were making. However, they would need to address the needs of training, materials, and other supports. Mrs. DiFonzo commented that she had heard the Board was having these discussions because of new Board members. She said that she had been on the Board for over three years and had not discussed curriculum issues. The motion had been made by Mrs. Praisner to discuss all elements of the curriculum.

Dr. Cronin expected that mathematics area would have clearly defined measures and outcomes. Three or four years ago he had received a report on media centers and outcomes there. He said that people outside the system did not really know that there were specific outcomes grade by grade so that the curriculum was controlled by measures and outcomes. He asked if they had checklists for curriculum similar to the list for media centers. Those lists would give them a feeling for the measures as they examined the program. Dr. Cronin said that very often people became extremely math anxious and were unable to communicate. Here they were dealing with teachers who were coming into an elementary curriculum with perhaps a minimum of preparation in the math area. If they believed the national studies about women and math and if their elementary teachers were

predominantly women, they might have more of a lack of preparation and also math anxiety. He wondered how they were addressing that. Dr. Rowan replied that they had been trying to address this in their training efforts. QIE, the American University project, and the Elementary Mathematics Teacher Training Projects had tried to address that directly. Ms. Taylor added that the training gave them an opportunity to work with materials which helped to ease some of the tensions of the new teachers. Dr. Rowan said they tried to teach a deeper understanding of mathematics, but did this using the concrete materials. This helped to break down the barrier they got with the math anxious person.

Dr. Cronin asked if the math computer program could give them information about an individual teacher to work with that teacher. Mr. Schaub replied that it could. In addition, they could be upgraded on whether students were being given assessments. For example, he might notice that students had not moved forward on one of the skills. The principal could sit down with the individual teacher or have the specialist come in and work with the teacher. Dr. Cronin asked if principals had been trained in this area. Mr. Schaub replied that some were and some were not. He would suggest they take time at an A&S workshop to have some instruction in math systems.

It seemed to Mr. Ewing that the math objectives were very clear. He asked how they translated all of that for parents who came in to talk about whether their child was adequately prepared for seventh grade. He asked how they described what it was that the child knew. Ms. Taylor replied that she taught fifth grade and their children moved on to Julius West Middle School. They met with the counselors from West. They sat down with the student profile and pulled out the documents which enabled them to see where the weaknesses were. When the children moved to the middle school, their profile went with them. Students were grouped according to where they were performing. Parents did understand, and she thought it was helpful for the parents to have a document to help them see the objectives. Dr. Rowan added that at each of these grade levels the receiving teacher would look at student reports and take the student from wherever he or she was.

Dr. Pitt asked if the parents knew where the youngster was, and Ms. Taylor replied that parents knew whether the child was working on grade level, below grade level, or above grade level. She shared information with parents during the November conferences, and when there was a specific problem she shared the student profile report.

Ms. Stuart reported that at their school at Back-to-school night they gave parents the scope and sequence which gave parents the topics to be covered. Each week she sent a newsletter to parents which listed specifics on what they were doing. When parents came to conferences, she would list the topics covered and use the student profile to explain how each topic was being handled by the child. This information was also indicated on report cards.

Mr. Ewing said he had heard students and people beyond the high school level say that it would have been helpful to them if there had been at some point some explicit description of the uses of math in both further education and in work. He assumed that teachers did some of that naturally, but at the same time he wondered how explicit that was at the elementary level. Ms. Stuart replied that this was one thing they did try to emphasize. This was also emphasized in the American University QIE training. Students did not do well unless they saw the value and the use of what they were doing. The classroom was now an activity oriented place. They did try to make the curriculum life oriented. There was also a great emphasis on scientists and mathematicians. They did a lot of biography about famous people and what they had contributed to life. Dr. Rowan added that one of the major goals of the development of the teachers' guide would be to make sure they addressed that thoroughly because this had been a criticism of mathematics instruction nationally.

Mr. Ewing recalled that elementary teachers were only required to have six hours of math for certification, and MCPS did a lot of training. He asked if there was a move in the professional world of mathematics education to get states to do something about that. He asked if there was anything the school system should do other than provide training. He wondered about getting universities to change their requirements. Dr. Rowan thought that some of the national reports would address that issue and press for universities to try and improve in that area. The State of Maryland had just approved new certification requirements at the secondary level, and the math educators in the state recognized the need to address the elementary level.

Dr. Pitt remarked that elementary mathematics was one of the most critical areas. One recommendation made by the task force which he had not supported was to have an extra position for a math specialist in each school. Another issue was one teacher handling all the curriculum in the upper grades, and some schools were getting into interdisciplinary teams for the upper grades. He thought they had to look at school organization carefully.

Mrs. DiFonzo recalled that Ms. Stuart had indicated she was not using a textbook in math this year. She asked how parents were responding to that and what they were using in lieu of books. Ms. Stuart replied that the first grade only was experimenting with using a more hands-on approach and not using a traditional approach using a textbook. There was a lot of grouping involved and a lot of material that could be moved around. They had communicated to parents that they were going to be using this type of approach and explained to them the reasons why. For example, children learned better using manipulative materials. There had been no objection to not having a textbook. They did use textbooks in other curriculum areas. Mrs. DiFonzo asked about homework, and Ms. Stuart replied that they had a homework program that was highly developed. The system was explained to the parents, and homework was a reinforcement of what was being taught or was preparation for the following day.

Mr. Clark commented that at many of their schools they had the Parent Involvement in Basic Skills Program (PIBS) where materials were developed for teachers to send home for parents to help their children in math and reading. Ms. Stuart reported that Woodlin also used PIBS. Every sheet sent home had an explanation of the objective and how the parent could help with this objective. They had Spanish translations available as well.

Mrs. DiFonzo asked about the time requirements of preparing a weekly newsletter. Ms. Stuart replied that this did take some time, but she gave it the time because it was her priority. She wanted to have her parents with her and to understand what was going on. The newsletter explained what was going on and what the homework was for Monday through Thursday evenings. Parents came to her and told her that they did appreciate the newsletter. For example, this year she had 100 percent participation in parent conferences. She felt it was worth all the time she put into the newsletter. Mrs. DiFonzo pointed out that Ms. Stuart had been recognized by the Maryland PTA as an outstanding teacher.

Mrs. DiFonzo asked about the amount of time it took to monitor the printouts. Mr. Schaub replied that four times a year he requested the working levels for the students by class. First, he checked for students below grade level to see if they had had the opportunity to receive instruction necessary in that area. Many of the students falling below grade level were in other classes for part of the day such as resource rooms, speech, and reading. It was difficult for the teachers to get those students in the classroom to get those assessments done. He looked for specific areas where there were weaknesses by comparing them with CAT scores. This did take time because at present there were 594 students in his school. They had a math committee, and he also met with individual teachers to satisfy his questions. Teachers were now coming to him with problem areas before he gets to them.

*Mr. Herscowitz joined the meeting at this point.

Mrs. DiFonzo recalled several years ago she had heard complaints about students not being able to move ahead because they could not get to the computer. She wondered whether this was still a complaint. Dr. Rowan replied that when they first started out they were trying to do all of the testing at computer terminals. They found that was not feasible, and they had moved away from students going to the computer to take a test. Now they used demonstration and paper/pencil testing. He did not think this was as significant a problem now.

Mrs. Praisner stated that she was concerned not only about minimal credits in math but also the content of those credits of elementary education programs. She wondered if they had experience with new elementary teachers as to the similarity of their program to what they were learning in their elementary education courses at the universities. As she understood the elementary math teaching project, the teachers came back and worked with other teachers. She

requested more information about that program. In addition, she also requested a copy of the state framework. She asked about the content of the university courses. Dr. Rowan replied that there was quite a range from college to college. With the current state requirement, it was very difficult to get a handle on that. Most colleges had a number theory course and a geometry course for the six credits. The University of Maryland had two four-credit courses. However, a lot of them did not address the experience teachers were receiving in the Title II project. These materials were developed from a concrete base rather than from the abstract level. He thought that the national reports would make an effort to get colleges to move more in that direction.

Dr. Pitt asked if the math testing of new teachers had an impact. Dr. Rowan replied that it helped them because not everyone taking the test passed it. They had tried to incorporate into that test items that got at the development of the content from a teaching perspective; therefore, it was not just a straight content test. Mrs. DiFonzo thanked staff for an interesting and enlightening discussion. Dr. Cronin asked if they could get some measurement materials in advance of the discussion.

Re: EXECUTIVE SESSION

The Board met in executive session from noon to 2 p.m. to discuss personnel and legal issues. Dr. Shoenberg joined the meeting during executive session.

Re: BOARD/PRESS/VISITOR CONFERENCE

The following individuals appeared before the Board of Education:

1. Susan Bresee, Strathmore ES PTA
2. Brenda Henry, Strathmore ES PTA

RESOLUTION NO. 226-88 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

WHEREAS, Funds have been budgeted to purchase equipment, supplies, and contractual services; and

WHEREAS, It is recommended that Bid No. 121-88 for Portable Scaffolding be rejected and rebid with additional specifications so that sufficient competition can be obtained; now therefore be it

RESOLVED, That Bid No. 121-88 be rejected; and be it further

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

BID	AWARDEES		
86-88	Industrial Arts Graphic Arts Supplies		
	American Printing Equip. and Supply Co.	\$	4,401
	John H. Burke Company		1,453
	Chaselle, Inc.		1,875
	Chemco Photoproducts Company		2,168
	A. B. Dick Company		63
	Embassy Sales and Service Company		50*
	Graphic Systems, Inc.		9,032
	Meeks Printing Supply Co., Inc.		2,308
	Multigraphics		160
	Penn Camera Exchange, Inc.		1,777
	Vari-Comp Systems, Inc.		595
	VWR Graphics		13,387
	Western Newspaper Litho Supply, Inc.		10,918

	TOTAL	\$	48,187
101-88	Industrial Arts Electronic Supplies		
	Allied Electronics	\$	872
	ASI Electronics		1,165
	H. C. Baker Sales Co., Inc.		2,363
	Capitol Radio Wholesalers, Inc.		4,667
	Collins Electronic		11,347
	Empire Electronic Supply		6,913
	H & S Company		573
	Kelvin Electronics		2,993
	Mouser Electronics		202
	Print Products International		272

	TOTAL	\$	31,367
102-88	Carpeting		
	S. Harris Consultants, Ltd.	\$	46,256*
103-88	MS DOS Computers and Peripherals for Instruction		
	Bell Atlantic Business Center	\$	2,976
	Data Networks, Inc.		221,610
	Data Systems Integration, Inc.		7,187
	IBM		199,506
	Landon Systems Corporation		2,347
	Memory Bytes		28,056
	Radio Shack, A Division of Tandy Corp.		7,383

	TOTAL	\$	469,065
106-88	Administrative Microcomputer		
	Bell Atlantic Business Center	\$	17,535
	Copley Systems Corporation		27,960
	IBIS Office System		73,960
	IBM		60,940
	Para Data Computer Networks, Inc.		13,880
	Software Stores International, Inc.		2,980*

	The Software Store	71,080*
	TOTAL	\$ 268,335
108-88	Printing Supplies	
	Arcal Chemicals, Inc.	\$ 2,427*
	John H. Burke & Company, Inc.	3,061
	Itek Graphix Corp., Graphic Systems Div.	381
	Meeks Printing Supply Company, Inc.	6,141
	Pitman Company	9,970
	Washington Printing Supplies, Inc.	12,468
	Western Newspaper Litho Supply, Inc.	56
	TOTAL	\$ 34,504
112-88	Computer Furniture	
	Maryland Laminates, Inc.	\$ 91,043
117-88	Paint and Paint Sundries	
	Douron, Inc.	\$ 39,991
	Lasting Paints, Inc.	3,575
	C. C. Murphy Company, Inc.	5,420*
	Sherwin-Williams Company	3,850
	TOTAL	\$ 52,836
	TOTAL OVER \$25,000	\$1,041,593

* Asterisk denotes MFD vendors

RESOLUTION NO. 227-88 Re: CONTINUATION OF ENGINEERING SERVICES
ENERGY MANAGEMENT AUTOMATION SYSTEMS

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

WHEREAS, Engineering services for the design and administration of construction contracts are necessary for the installation of energy management automation systems in all schools; and

WHEREAS, Von Otto & Bilecky, Professional Corporation, was the successful bidder through the Architect/Engineer Selection Procedures approved by the Board of Education; and

WHEREAS, This firm has provided satisfactory engineering services during the past year for these purposes; now therefore be it

RESOLVED, That the Board of Education extend the contractual agreement in the amount of \$150,000 with the firm of Von Otto & Bilecky, Professional Corporation, to provide required design and monitoring services on construction contracts for Energy Management Automation Systems at all Montgomery County public schools.

RESOLUTION NO. 228-88 Re: ACCESSIBILITY MODIFICATION FOR THE
HANDICAPPED - VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids were received on April 28, 1988, for the accessibility modifications for the handicapped at Cold Spring, Oakland Terrace and Travilah Elementary Schools and Edison Career Center:

BIDDER	BASE BID
1. Ernest R. Sines, Inc.	\$59,900
2. Century Enterprise, Inc.	78,500
3. Construction-Commercial, Inc.	98,600

and

WHEREAS, The low bidder, Ernest R. Sines, Inc., is in compliance with the specifications and has satisfactorily completed work of this type for MCPS; and

WHEREAS, Sufficient funds are available in the FY 1988 Capital Budget for this purpose; now therefore be it

RESOLVED, That a contract be awarded to Ernest R. Sines, Inc., for \$59,900 for the accessibility modifications for the handicapped at various schools in accordance with plans and specifications prepared by Arley J. Koran, Inc., Architect.

RESOLUTION NO. 229-88 Re: RICHARD MONTGOMERY HIGH SCHOOL PHASE II

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

WHEREAS, The following sealed bids were received for Richard Montgomery High School Phase II on May 3, 1988:

BIDDER	BASE BID
1. Jowett Incorporated	\$1,752,000
2. E. A. Baker Company, Inc.	2,650,000

and

WHEREAS, Bids exceed the architect's estimate by a considerable margin, and adequate funds are not available; and

WHEREAS, Staff feels that the total cost can be reduced by revising the bid documents; now therefore be it

RESOLVED, That bids received for Richard Montgomery High School Phase

II be rejected and that the architect, Grimm & Parker, be directed to revise the project for rebidding.

RESOLUTION NO. 230-88 Re: ASBESTOS REMOVAL SERVICES AT CLOVERLY
ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received for asbestos removal services at Cloverly Elementary School on May 3, 1988:

BIDDER	AMOUNT
BARCO Enterprises, Inc.	\$145,385
Asbestos Environmental Services, Inc.	163,700
MARCOR of D.C., Inc.	424,900

and

WHEREAS, This represents excellent bid activity and sufficient funds are available to effect award; now therefore be it

RESOLVED, That a contract be awarded to BARCO Enterprises, Inc., for \$145,385 for asbestos removal services at Cloverly Elementary School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 231-88 Re: CAPITAL PROJECTS TO BE CLOSED EFFECTIVE
JUNE 30, 1988

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

WHEREAS, The Board of Education continues to close capital projects in a timely manner and to transfer the unencumbered balance to the appropriate account; and

WHEREAS, The Department of School Facilities has reviewed capital projects that may be closed effective June 30, 1988, providing the net capitalization of \$23,503,918.81; now therefore be it

RESOLVED, That the superintendent be authorized to close, effective June 30, 1988, capital construction projects listed below and to transfer the local unencumbered balance totaling \$13,804.36, subject to final audit, to the Local Unliquidated Surplus Account, Project 997:

PROJECT NO.	SCHOOL	BALANCE
206-09	Twinbrook Elementary	\$14,700.53
241-04	DuFief Elementary	-0-

549-01	Flower Hill Elementary	64.55
551-17	Gaithersburg High	.67
757-23	Montgomery Blair High	68.06
766-11	Oak View Elementary	93.24
883-01	Area 3 Office	.73
999-13	Auditorium Renovations	-0-
999-24	Maintenance Equipment	136.80
999-26	Locker Replacement	390.25
999-45	School Facility Exterior Resurfacing	27.00
999-67	Planning Future Projects	.43
999-71	Air Conditioning	37.05
999-96	Furniture Replacement	(1,714.95)
999-98	Central Data Processing	-0-

		\$13,804.36

and be it further

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

RESOLUTION NO. 232-88 Re: ARCHITECTURAL ADJUSTMENTS - LUXMANOR
ELEMENTARY SCHOOL (AREA 2)

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

WHEREAS, On November 23, 1987, the Board rejected bids for the Luxmanor Elementary School addition because the low bid exceeded the budget appropriation; and

WHEREAS, The plans for the Luxmanor Elementary School addition are being revised for rebidding; and

WHEREAS, Staff has negotiated a fee for the architect's contract to complete the revisions; and

WHEREAS, Funds are available for these revisions; now therefore be it

RESOLVED, That the original contract dated September 11, 1986, be terminated with Garrison-Babarsky Associates and that a revised contract be entered into with Garrison Associates for \$61,000 representing the revised scope of services.

Dr. Cronin temporarily left the meeting at this point.

RESOLUTION NO. 233-88 Re: FY 1988 CATEGORICAL TRANSFER WITHIN THE
ELEMENTARY MATH TEACHER TRAINING PROGRAM

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to effect within the FY 1988 elementary math teacher training program the following categorical transfer:

CATEGORY	FROM	TO
10 Fixed Charges	\$1,200	
01 Administration		\$1,200
	-----	-----
TOTAL	\$1,200	\$1,200

and be it further

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

RESOLUTION NO. 234-88 Re: FY 1988 CATEGORICAL TRANSFER WITHIN THE HEAD START CHILD DEVELOPMENT PROGRAM

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to effect within the FY 1988 Head Start Child Development Program funded by the Office of Administration for Children, Youth, and Families through the Montgomery County Community Action Committee the following categorical transfer:

CATEGORY	FROM	TO
02 Instructional Salaries	\$34,136	
03 Instructional Other		\$37,114
07 Transportation	2,978	
	-----	-----
	\$37,114	\$37,114

and be it further

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

*Dr. Cronin rejoined the meeting at this point.

RESOLUTION NO. 235-88 Re: FURNITURE AND EQUIPMENT INVENTORY

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

WHEREAS, The capitalization policy has not been revised since 1980;
and

WHEREAS, The school system is converting to the use of bar-coding
equipment; and

WHEREAS, A policy for capitalization of all items of furniture and
equipment valued in excess of \$500 will facilitate a more effective
and efficient perpetual inventory; and

WHEREAS, This policy change has been reviewed with both the internal
and external auditors, is recommended by staff, and has been reviewed
and recommended by the Board's Audit Committee; now therefore be it

RESOLVED, That the Montgomery County Public Schools' policy for
capitalization of furniture and equipment be changed so that we
account for all items valued in excess of \$500; and be it further

RESOLVED, That any item currently in the perpetual inventory of a
purchase value of less than \$500 be deleted with the exception of
certain categories which the superintendent may determine to be
desirable to maintain; and be it further

RESOLVED, That the \$500 requirement for capitalization and inventory
be considered for possible revision every four or five years to
account for the impact of inflation and any other relevant factors.

RESOLUTION NO. 236-88 Re: PERSONNEL APPOINTMENT AND TRANSFERS

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

RESOLVED, That the following personnel appointment and transfers be
approved:

APPOINTMENT	PRESENT POSITION	AS
Bonnie C. Fox	Principal Redland MS	Principal Seneca Valley HS Effective: 7-1-88
TRANSFER	FROM	TO
Sharon Beischer	Principal Glen Haven ES	Principal Cold Spring ES Effective: 7-1-88
F. Michael Bonner	Acting Supervisor of Elem. Instruction Area 1 Admin. Office	Principal Farmland ES Effective: 7-1-88
Stanley Schaub	Principal	Principal

Poolesville ES

Whetstone ES

Effective: 7-1-88

Marcia Wilson

Principal
Broad Acres ES

Principal
Westover ES
Effective: 7-1-88

RESOLUTION NO. 237-88 Re: MONTHLY PERSONNEL REPORT

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

RESOLVED, That the following appointments, resignations, and leaves of absence for professional and supporting services personnel be approved: (TO BE APPENDED TO THESE MINUTES).

RESOLUTION NO. 238-88 Re: EXTENSION OF SICK LEAVE

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

WHEREAS, The employees listed below have suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employees' accumulated sick leave has expired; now therefore be it

RESOLVED, That the Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated:

NAME	POSITION AND LOCATION	NO. OF DAYS
Gary Allen	Spec. Ed. Bus Attendant Area 1	17
James Prather	Building Service Manager Walt Whitman HS	30
Bonnie Pruitt	Bus Operator On Leave from Area II	10
Bonnie Randolph	Instructional Assistant Richard Montgomery HS	20

RESOLUTION NO. 239-88 Re: DEATH OF MRS. PHYLLIS J. RAMSEY,
RESOURCE TEACHER AT ALBERT EINSTEIN
HIGH SCHOOL

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

WHEREAS, The death on May 2, 1988, of Mrs. Phyllis J. Ramsey, a resource teacher at Albert Einstein High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Ramsey was an exemplary member of the staff of the Montgomery County Public Schools for over nineteen years; and

WHEREAS, Mrs. Ramsey was an excellent resource teacher and role model for her department and students, always willing to help improve the school program and take on additional duties cheerfully and efficiently; now therefore be it

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

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

Re: REVIEW OF SECONDARY MAGNET PROGRAMS

Dr. Carl Smith, executive assistant, reported that they had three secondary programs in the Blair cluster: the communication arts program at Eastern, the math/science/computer science program at Takoma Park, and the math/science/computer science program at Blair. He introduced Dr. Sandy Robinson, coordinator of magnet programs.

Dr. Robinson was pleased that they had this opportunity to discuss their successes. They believed that they had achieved the goals of promoting integration, stabilizing enrollment in the Blair cluster, and improving the quality of educational opportunities in the cluster. The programs had been successful because of the work of the coordinators; the support of the principals, the area and central office staff; and the high quality of the teaching staff. She reported that the meeting was being video-taped by students from Eastern Intermediate.

Dr. Mike Haney, Blair High School, introduced Mary Ellen Verona and Gloria Seelman, magnet program teachers. He explained that their project was not complete because they did not have a senior year yet. This summer they would put together that senior year. A year from now they would have a pretty good idea of how successful they had been. Next year would be a test of their design. They had given students instruction in basic skills and in extensive project work leading up to the senior year. They used the concept of learning process in context, and they emphasized the curriculum that taught process to students. He said that their hope was the program would provide special opportunities for children who "topped out" in MCPS, to the 56 students who completed calculus by the end of tenth grade, and to students who traditionally left the school system early to go on to college.

Dr. Haney stated that they continued to add courses, and at present

they had almost 30 special topics courses which went beyond what they normally saw in schools. However, the courses were not college level, rather they were enrichment. The program would continue to have extensive interactions with local agencies and businesses. He thought there were several indications of their success. The first was the Science Fair. Eleven Blair students won awards at the Science Fair, and the first, second, and third grand champions were from Blair High School, with the first and third being magnet students. This was important to the program because they did not require students to do Science Fair projects and students did not receive credit for these projects. The students were interested in these projects, but the program would take credit for students' understanding of the scientific process. The second was Super Quest which was a special competition for a \$1 million computer. Over 1400 school districts entered the competition, and they were one of the remaining 99 teams. Ms. Verona was the team's sponsor.

Ms. Verona reported that teams of four students would be picked to attend a summer institute where they would use the super computer to solve a scientific problem of their design. One of the teams would win the use of the super computer for two years. Glen Ingram, the director of computing at the National Bureau of Standards, had helped them with this. The students submitted preliminary abstracts of their design and tested out their ideas with scientists at NBS. The four students selected to participate in Phase II of the contest submitted a prototype solution of the problem. In order to do this, they had to learn Fortran and continued to meet with outside contacts from NBS, the University of Maryland, and NIH.

Dr. Haney reported that next year virtually every senior in the program would begin to work on a research project. Ms. Seelman had been working with students on their plans. Ms. Seelman said that students would be working on their senior projects with advisors from the community. The faculty had been setting up a network with universities, agencies, and private companies in the community. Some students had already started their projects through a class called "Guided Research," and some will be working during the summer to collect data.

Dr. Haney thought there were some things they did very well, and they were making efforts to share them. This summer they would sponsor excursions for eighth, ninth, tenth, and eleventh grade students who would come to Blair for two weeks and use the equipment. They had started in-service courses for teachers to share information, expertise, and equipment.

Ms. Ginny Tucker, Eastern Intermediate, remarked that two years ago when Eastern selected its first 100 students for the seventh grade program they had a design on paper. That design reflected several important features they thought were important in a program for young adolescents. First was the idea that students needed an opportunity to make connections among content areas to see how content areas reinforced and related to each other. Second was the idea that as students made that transition from concrete to abstract thinking they

needed a carefully thought-out sequence of experiences that combined increasingly complex ideas and opportunities for them to have hands-on experiences. Third was the idea that helping students become more articulate in person and on paper increased their self-concept and opportunities in their academic and personal worlds. Fourth was the idea that students needed access to strong role models, to teachers who were experts in their content fields and who had an interdisciplinary approach to life. Today their eighth graders were preparing to move to the IB program at Richard Montgomery, the interdisciplinary humanities program at Blair, the math/science/computer magnet, and honors programs in their own local high schools.

Ms. Tucker said students had taken responsibility for monitoring the quality of their own work and for providing leadership in the school. The magnet was designed to provide students with challenging interdisciplinary instruction in the humanities. The program offered two-year courses in writing, media production, foreign languages, and an interdisciplinary world studies program. The program was unique because of the deliberate connections from one course to another, and the requirements that students use their writing, media production, and foreign language skills to create the products of their academic inquiry.

Ms. Tucker reported that during their four-day publication and broadcasting field experience in New York last September, students had the opportunity to interview the ambassador from Togo. One student drew on his research and writing skills to do the background preparation for the interview at the United Nations; however, it was the student's fluency in French that got him the interview. In speaking to the ambassador, the student used polished and diplomatic French, but when translating into English he used standard teenage jargon so that his peers would understand.

Ms. Tucker indicated that the goal of the two-year program was not simply the development of technical skills, it was the development of a point of view about learning. This point of view would reflect an understanding that learning was interdisciplinary and ultimately empowering. They had spent an exciting two years moving their vision toward reality, and they felt the program was successful. It did provide a unique and innovative curriculum, and they had over 300 applications per year for the 100 spaces in the program. She described an activity students had done in studying pre-Columbian culture. At the conclusion of the two-year writing program students increased their confidence in their ability to control language and to use it for a specific purpose and effect.

Ms. Sarah Menke-Fish reported that they had a project that started in the seventh grade where students were studying medieval cathedrals. They received an opportunity for students to interview the master stone carver at the Washington Cathedral. The Cathedral was impressed by the work done by students, and students were brought in to interview six artists working on the Cathedral. The students were now in the process of editing their video tape which would be a

25-minute tape to be used by the Cathedral for the next five years for children to learn more about the artists behind-the-scenes. In addition, the video tape would go to an international museum festival.

Ms. Menke-Fish commented that every year they had produced an educational game show where they had 100 seventh graders agree on a topic, work out the plans, and finance the show. Willard Scott had come to Eastern to film a segment on their game show which enabled students to see how a national remote was done. NBC was so impressed that two students were invited to NBC in New York to video tape behind the scenes of the "Today" show. This year there had been a segment on the Channel 4 on Eastern's educational game show. The students had an opportunity to see about an hour's worth of comments cut down to two or three minutes. Their serious quotes were omitted, and frivolous comments were included, which caused the students to question what really got covered in the press.

Ms. Menke-Fish commented that students were asked to take hundreds of hours of footage and cut it down to one minute to express their most significant statement about the year. Throughout the year the students improved their questioning techniques. By eighth grade, the students had an oral communications unit to make them more fluent in their verbal responses. They had also had a chance to interview many people this year including the superintendent and Board members. She felt that the students were motivated and making connections between what they had learned and the world. They learned by doing, and they were having such a good time doing this, that they did not realize they were learning. It seemed to her that all schools had an opportunity to benefit from what was done at Eastern. She invited Board members to visit the program at any time.

Dr. Peg Egan, principal of Eastern Intermediate, recalled that when they started the magnet they made a commitment to the community that there would be benefits to the students in the regular program. They had elective media courses that could be selected by all students, and they involved all students in the educational game show. Other classes used the television studio as well. The addition of the 200 magnet students helped in the climate of the school because they were role models for the rest of the students. They now had 632 students enrolled at Eastern. She reported that 170 of the 200 students in the magnet program were outside of the feeder pattern. Their minority/majority balance dropped from 72 percent minority to 58 percent minority with the addition of the magnet.

Dr. Egan stated that their goals for the whole school reflected their commitment to their interdisciplinary humanities program and their cultural diversity. The goals were to have each discipline give children writing exercises across the curriculum and a celebration of the cultural diversity of Eastern through a two-year theme which they called, "Coming to America." Last year some children were not accepted into the magnet program, but their parents selected Eastern for them. She thought that was a reflection of the excellent staff at Eastern, both in the magnet and in the regular program. There had

been a lot of sharing among teachers. Their test scores for magnet students had gone up, and test scores for regular students had also gone up. There were several things both staffs worked on including the educational game show, personal profiles, a mentoring project, and Odyssey of the Mind. Eastern came in third in Montgomery and second in the state. They also planned a writers' conference for May 31 in which people who write for a living would do workshops for their students.

Mr. Robert Smeak, Takoma Park Intermediate, reported that this was the fourth year of the magnet, and each year the quality of applicants had made the selection process more competitive and had drawn students from a wider geographical area. This year they had 378 students test for the 100 positions in the 1988-89 school year. Their curriculum focused on process as well as content. Students were supported in the development of higher order intellectual skills to analyze and solve problems. The approach was interdisciplinary, identifying connections and reinforcing concepts taught in math, science, and computer science. He explained that interdisciplinary curriculum was an evolving process which could only take place as teachers became more knowledgeable about the curriculum of the other discipline. An on-going in-service program was also an important part of the learning process. At present staff members taught illustrative lessons to each other and invited other educators to share ideas with the team during a daily team planning period. The staff also participated in workshops during the school year and during the summer on creative interdisciplinary planning.

Mr. Smeak stated that to make the magnet unit they used as much community expertise as possible in their program. They established an educational partnership with the Public Health Service, an adopt-a-school program with IBM, a special relationship with the Institute of Natural Sciences at Montgomery College and the honors department at the University of Maryland, and a working relationship with their partners at Blair. They had held schoolwide conferences on the future, career awareness day, science conferences, a Hispanic leadership conference, Science Fair workshops, classroom speakers, field experiences, and the use of research facilities at Montgomery College. They also used the Smithsonian's Naturalist Center and the Chesapeake Bay Foundation. They took a week-long study trip to Florida so that students could see behind the scenes at Kennedy Space Flight Center, Epcot Center, the Magic Kingdom, and Sea World. Observing the applications of theory to the real world problem-solving was an emphasis of all their field experiences. Mr. Smeak remarked that this year's graduating class would be their fourth. They needed to follow up on their transition to high school, Blair or other schools. They did send out an informal questionnaire to all their graduates in the ninth grade.

Ms. Darlyn Counihan stated that 35 students in science entered the County Science Fair, and they managed to capture first place in six of 13 categories and received three second places. In computer they participated in two different contests. In the Continental Math League contest, Takoma Park placed second in the United States. In

the International Computer Problem-solving Contest, they placed second in the junior high division. Ms. Counihan reported that they had three of the top six students at the Maryland State Mathalon. They captured the county championship in the Math League. In the Maryland Math League, the seventh grade placed first in the state, and one student was the top scoring individual in the state. In eighth grade they were first in the state, and they had four perfect scores. In the Continental Math they had placed first in the United States in their division. One student received a perfect score and was the top student in the country. In the seventh grade they placed first in their region. On the American Junior High School Math exam, they were the top scoring school in the United States and Canada. In that contest, two students earned perfect scores. Twenty one students were on the national honor roll and were invited to take the High School Math Exam, and three students scored so well they were invited to take another test which was a prerequisite for the U.S. Olympiad. They also participated in "Math Counts" where they placed first in the state, and two of their four students were going to the national competition.

Dr. Steve Lanham Tarason, principal of Takoma Park IS, reported they had an entire school approach. All staff members were child-oriented, and he invited people to visit the school. They had a feeling of togetherness. They had 37 different languages and they went from Head Start classes to eighth grade. They had 42 ESOL METS students, but they were considered a part of the school including the Head Start students. Everyone learned from each other, and he felt they did grow from the knowledge of each other's background.

Dr. Pitt remarked that they read a lot of negative comments about mathematics in the press, and he would like to see the achievement of all MCPS students in science and math publicized. The State of Maryland had a higher math exam for 2100 students, 250 students were brought back, and the first four finalists were from MCPS.

Mrs. Praisner thanked staff for their comprehensive overview. She thought the information they had received was useful to show them some trends that were encouraging at the high school level. She suggested they might want to look at ways to increase the participation at the J/I/M level from across the county. She thought it was important to stress the point made by Dr. Haney that the Blair program was still not complete. In order to be complete it had to have another additional year, and they tended to forget that the program was only in its infancy. She requested information on statistics as far as the make-up of the classes as to race and sex.

Mrs. Praisner knew DEA was in the process of developing an evaluation of the programs, and she wondered where they were with that. Dr. Smith replied that they were on track. Dr. Frankel and his staff were working with a committee to define the questions that would be addressed in the study. It seemed to Mrs. Praisner that they should make sure they were evaluating not only the effectiveness of the programs but also the effect on other schools and the implications for other schools of running these kinds of programs. They had

community concerns about that issue. On the last page of Dr. Pitt's memo, there was a section on resource support. When they had talked about magnets, she thought there was a desire on the part of some Board members to have some way to begin to institutionalize the level of resources. She felt it was important for all of them to know what were the agreed-upon levels of support and what it would mean to continue to maintain that. Therefore, they would not get into misunderstandings and lack of adequate support or a debate at budget time.

Dr. Pitt commented that resources would continue to be a major concern. He reported that Dr. Smith was now coordinating magnet needs in one place rather than through two different areas. Staff was not certain what was going to be available in terms of EYE time, substitute time, and so on. He wanted to make sure it was clear that they had a commitment to give X-number of EYE days, X-number of substitute time, and additional materials. The second point was what they learned that was applicable at other schools and how they got it there. He was enthused about the interdisciplinary program, but he did not see that as something that had to be a "gifted" program. He said they had a workshop this summer that would begin to do some of that, but they needed to explore how they moved from what was good in one place to expanding that to other places in the system. He did not think they had explored that well.

Mrs. Praisner agreed with Dr. Pitt on the institutionalization of this, but she was not sure he had carried it far enough. She said they needed an agreement as to what was needed and get closure on it before the budget. The other question was knowing more about how they could share the strategies and interaction not just within that school but across the board for other students in other schools. Dr. Pitt said he would make the need for resources clear to the Board very early in the process.

Dr. Cronin commented that the clarity of the institutionalization enabled the receivers of the resources to discuss that first and then to come to an ownership of that future in terms of resources. Therefore, they would know where they were going to be over a one, two, or five year period of time. This gave stability to the magnet programs and guaranteed that they serve as a draw. In terms of thinking toward the future, he would like to discuss Eastern. One of the comments made was that the students fed into their senior high AP programs, IB, and Blair. Ms. Tucker replied that their program prepared students to take advantage of all those opportunities. For example, they had many students who knew because of their background in French that they would like to continue at the IB program. A number of students applied and were accepted this year. Some students wanted to return to their local high schools after the two-year program. Now there would be a small interdisciplinary program that could combine media production with humanities at Blair, and 65 students would be continuing. She said she would like to have the opportunity to share some of their curriculum design with the coordinators of the honors programs in the high schools so that they would be aware of what Eastern was doing.

Dr. Cronin asked if they found particular areas of resources to be major deficiencies. Dr. Egan replied that needs always exceeded available resources, but Dr. Pitt had hit on the issue. It was knowing that they would have X-number of EYE days this year, next year, and the third year. She thought with the institutionalization of the resources they would be in good shape to do some planning. Mr. Ewing commented that he was very enthusiastic about all three programs, and he thought they were going well. He was particularly impressed by the enthusiasm of the presenters because that probably was the best single indicator that things were going well. He was interested in developing as much quantitative data and judgmental data about the programs as possible. Some of that was in Dr. Pitt's paper, and some of that was in the remarks of the people at the table. He assumed this would be in the design for the evaluation. He hoped that whatever was available could be made available to the Board as soon as possible and regularly so that they would have a sense of what the trends were in terms of the objectives of the Board in establishing magnet programs. He was particularly interested in seeing the minority balance trends and whatever quantitative data was available which showed they were making progress in the right direction. Dr. Pitt agreed to provide a summary at the end of each year. Some of this might come out through the study, but he pointed out that Blair was still developing because they did not have a senior year yet.

Mr. Ewing thought there should be data on where students went after high school. He was not suggesting any particularly exotic information but simply the things they would routinely think of to assess how well they were doing. With regard to resources, he thought there was a problem here they had not addressed very well. They had had a reluctance on the part of some members of the Board to allocate additional or specific resources to individual schools, even magnet schools. At the same time, parents had attempted to put together requests for additional resources. Parents felt this had not been successful and needs had not been met. He thought the situation had led to a lot of frustration on the part of parents. He thought that the institutionalization approach should deal with that, but there was also the issue of what kind of advice they wanted to give to parents who wanted to be supportive but felt frustrated about their efforts to communicate what they regard as real needs.

Dr. Pitt commented that the school system and the Board had provided considerable, additional budgetary support to these individual schools. They had delineated that support, and it was several million dollars worth above and beyond that provided to other schools. He agreed that there was a need for more, and he believed this should be institutionalized and debated before the budget process. Part of the problem was that in the past that had come through the area in a fragmented way. With Dr. Smith's new role, he believed they could get at that in some organized way.

Mr. Ewing remarked that there had been some discussion about the impact of these programs on other schools and on the non-magnet

segment of the school. The other side of that was the extent to which the school principals felt comfortable about a concern that some parents had expressed that the magnet was eating up all the resources and leaving nothing for the rest of the students and that the other children suffered. He did not personally think that was true, but it was a perception. He wanted to make sure there were resources available for the other students because the purpose of the magnet was not merely to focus on the magnet program but to make the whole school more attractive.

Dr. Cronin noted that magnet program parents said there were not sufficient resources, but on the other hand non-magnet program parents said there were too many resources. He thought they had to balance the parental requests against what they knew were the available resources. Dr. Tarason suggested asking parents to contact principals so that they could share with them the way the magnet was benefiting all students and that the resources were being shared.

Dr. Shoenberg stated that he was impressed by their enthusiasm and by how much the interdisciplinary focus succeeded in energizing students. He thought a lot of that had to do with the skill of the teachers who would do very well no matter what they were doing. Part of it had to do with the fact that these were teachers who were tuned into interdisciplinary teaching. It seemed to him there was a direct correlation between what was going on at Eastern and Takoma to what was going on in middle schools using that team approach. He asked about the number of eleventh graders in the program, and Dr. Haney replied there were 79.

In regard to Eastern, Dr. Shoenberg noted that the program had four components, and yet the one they heard about was the media component. It seemed to him that the media experience provided the glue for the whole thing. He wondered if it were necessarily the glue or it had to do with a particularly skilled person in that role. He asked about other kinds of glue. Ms. Tucker replied that it was first among equals, but they had to remember that the media program would not exist without the refined writing skills of the students and the interdisciplinary content and problems that were drawn from the world studies, writing, and literature programs. Next year they were looking at a unit on recycling that would start in the science program and would include technical writing. The unit would look at environmental issues from the perspective of world studies. Eventually students would produce a documentary, but the product would not exist without the other areas.

Dr. Shoenberg commented that his only reservation about this was that the nature of the medium was slight bites of information from all that was collected. Perhaps this was appropriate for middle-level children, but he was concerned that they concentrate at least equally on those things which require a sustained effort. Ms. Tucker replied that although the product itself might be a short piece, the kind of research and development of a position paper required long-range commitments in terms of writing assignments and research assignments.

Mrs. Rafel stated that she was concerned about whether students in the programs were getting any help in terms of dealing with stress. Dr. Egan replied that they did use the regular counselors, and this year they had made an outreach to the Crisis Center. They were also using Silver Spring Youth Services very effectively because their six interns were doing their practicums at Eastern. Ms. Tucker added that each year they started with a brief introduction to time management, work/study, and organizational skills. They provided students with a daily plan book to help them organize their academic and personal lives. Takoma Park was doing the same thing, and Mr. Smeak said they had plans to do this all year. Dr. Tarason commented that if the team identified a student in stress, the right services could be provided. They had group counseling sessions as well.

Dr. Haney said they tried not to put stress on children, but the stress was still there. These students were very concerned about where they were going to college and how they were going to pay for it. They ran a series of activities and counseling sessions with their students. Prior to the beginning of ninth grade, students were taken to the Smith Center, and there were various gatherings throughout the year as well as overnights. They had a counselor assigned specifically to those students in the magnet program. In the junior year, the counselor ran a series of 13 seminars. However, he agreed that they really didn't do enough, and as a consequence next year they would have even tighter teams to be closer to the students.

Mr. Goldensohn said he had spoken with students and staff in the program and had heard only good things. He had been impressed with their presentations. For the future, he was concerned that the benefits and the techniques spread through the system. For instance, there were a lot of schools with television equipment and communications, and with a little bit of guidance they could make their mini-programs into much larger programs. No one would ever argue about money going into magnet programs because their effect would be multiplied out. He would continue to support the resources they needed.

Mrs. DiFonzo reported that she had visited all three programs. She was impressed with what the youngsters in those programs were doing. This was a tribute to students, parents, and staff. It was a real credit to staff to keep those youngsters challenged. She was particularly interested in the Eastern magnet because she would have taken advantage of this program if she had had the opportunity as a youngster. She asked about the survival rate for youngsters entering the ninth grade program. She would also be interested in this information for Eastern and Takoma Park. She asked if it would be possible for the Board to see the Washington Cathedral tape.

Dr. Cronin said he would like to see some way in the institutionalization that the process of sharing would become formalized. He knew they were going to do it when they first set up the program, but he would like to see some way of showing there was a

feed into the regular program.

Ms. Joy Odom, math supervisor, reported that a second MCPS student, Jordan Ellenberg, was in competition to see who competed for the United States. This was the first time Montgomery County had had two students in the finals.

Mrs. DiFonzo thanked the staff for their interesting and informative presentation.

Re: AMENDMENT TO POLICY ISA: HIGH SCHOOL
GRADUATION REQUIREMENTS AND WAIVER OF
FOUR YEAR ENROLLMENT REQUIREMENT FOR
GRADUATION

Mr. Herscowitz moved and Dr. Shoenberg seconded the following:

WHEREAS, The existing policy ISA: High School Graduation Requirements and Waiver of Four Year Enrollment Requirement for Graduation contains specific procedural language which is inconsistent with the State Regulation regarding who may approve waivers; and

WHEREAS, The same inconsistent procedures are repeated in Administrative Regulation ISB-RA: High School Graduation Requirements (For Students Entering Grade 9 for the First Time in 1985-86 and Thereafter); and

WHEREAS, The administrative procedures are not needed in both the policy and the regulation; and

WHEREAS, The Class of 1987 has been graduated and need not be cited in the policy; now therefore be it

RESOLVED, That Policy ISA be amended as follows:

- o Delete the year "1987" in Section B.1.
- o Delete the entire Section B.5.
- o Insert a new Section B.5. which states, "In accordance with state requirements, students may request a waiver of the four-year enrollment requirement. The superintendent will develop the procedures to implement this option."

RESOLUTION NO. 240-88 Re: AN AMENDMENT TO THE POLICY ISA

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

RESOLVED, That policy ISA under Process and Content be amended to substitute "assistance" for "instruction" in B.3.

RESOLUTION NO. 241-88 Re: AMENDMENT TO POLICY ISA: HIGH SCHOOL
GRADUATION REQUIREMENTS AND WAIVER OF
FOUR YEAR ENROLLMENT REQUIREMENT FOR

GRADUATION

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

WHEREAS, The existing policy ISA: High School Graduation Requirements and Waiver of Four Year Enrollment Requirement for Graduation contains specific procedural language which is inconsistent with the State Regulation regarding who may approve waivers; and

WHEREAS, The same inconsistent procedures are repeated in Administrative Regulation ISB-RA: High School Graduation Requirements (For Students Entering Grade 9 for the First Time in 1985-86 and Thereafter); and

WHEREAS, The administrative procedures are not needed in both the policy and the regulation; and

WHEREAS, The Class of 1987 has been graduated and need not be cited in the policy; now therefore be it

RESOLVED, That Policy ISA be amended as follows:

- o Delete the year "1987" in Section B.1.
- o Delete the entire Section B.5.
- o Insert a new Section B.5. which states, "In accordance with state requirements, students may request a waiver of the four-year enrollment requirement. The superintendent will develop the procedures to implement this option."
- o Substitute "assistance" for "instruction" under B.3.

HIGH SCHOOL GRADUATION REQUIREMENTS AND WAIVER OF FOUR-YEAR ENROLLMENT REQUIREMENT FOR GRADUATION

A. PURPOSE

To implement the State Graduation Requirements as stated in Exhibit ISB-RA and set forth the additional requirements for students in Grades 9-12 in Montgomery County

B. PROCESS AND CONTENT

1. All students graduating in 1988 must earn 20 credits. Beginning with the graduating class of 1989, students must earn 22 credits to graduate.
2. Students may earn credits toward graduation through college courses or courses offered by approved public and nonpublic institutions in or outside Maryland.
3. Students entering Grade 9 in MCPS with marked deficiencies in basic skills of reading, writing, practical mathematics, and citizenship shall be provided appropriate assistance in Grades 9-12 until becoming proficient in the basic skills as demonstrated by passing the Maryland Functional tests.
4. The Montgomery County graduation requirement for physical education is three semesters in Grades 9-12 or two semesters

of physical education and two semesters of physical activity in Grades 9-12.

5. In accordance with state requirements, students may request a waiver of the four-year enrollment requirement. The superintendent will develop procedures to implement this option.

C. REVIEW AND REPORTING

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

Re: BOARD MEMBER COMMENTS

1. Mr. Ewing reported that the expansion and renovation of Rosemary Hills had been dedicated on May 1. He said this was an instance of a genuine educational Phoenix risen from some ashes. Six years ago the Board as then constituted proposed the closure of that school, saying it was a failed school. A few years earlier it was virtually an all-minority school, and MCPS was threatened by possible law suits because of that. In the year between 1971-72 and 1978-79, the Board and the school system gave intensive attention to that school and to its problems. Those gains were wiped in the years between 1978 and 1982. Since that time, there had been a remarkable change. The Board made a commitment and three superintendents made commitments to that school. A new principal was assigned. Now they were seeing a school that was 50/50 majority/minority. Where once there were people in the Chevy Chase community who signed affidavits saying they would never send their children to that school, where once they had bitter fights and appeals to the state Board of Education, now they had a calm and progressive community that worked together and so many applicants they had to build an addition to the school. He thought this was something to be celebrated. A great many people doubted that they could be successful, but the Board and superintendent made the commitment with faith in the community, the school system, and Ruth Spearman. He hoped that the press would look at this success.
2. Mr. Ewing said he had a question about staffing at Rockville High School. There was intense anxiety in that community about staffing for the fall because of steadily declining enrollment. In the past where they had had serious problems, they had made allocations of a special kind to make sure that programs were adequate. He asked about plans for Rockville for the fall and a timetable for when they might have decisions about that. Dr. Pitt agreed to provide information in writing. Over the years they had always made an effort and would continue to make an effort to try to support those programs. Dr. Vance added that they did have a transition taking place at Rockville. They would have 300 more youngsters there next September because they had added a ninth grade, and it was not likely that they were going to lose any staffing. However, he would prepare a report for the Board.
3. Mr. Ewing reported that he had visited the Dade County Public Schools and would be sharing the results of that visit with other Board members. The subject of the visit was what Dade called "shared decision making and school-based management." Montgomery County referred to this as more flexibility for local schools.
4. Dr. Cronin said that at the Rosemary Hills dedication all Board

members were present. He had joined the Board when the situation at Rosemary Hills was most critical and at the same time when the Board was seeking a new superintendent and making minority education one of the basic goals of MCPS. To see the school the way it was now was a tribute to what the Board had done, but also it was a tribute to the support they received from both Dr. Cody and Dr. Pitt and from the area office, the school staff, and the community. He commended the staff and the community for their commitment to integration.

5. Dr. Cronin asked if they needed a Board motion to bring the Affirmative Action report up for Board discussion. Dr. Pitt said that at present it was an information item, but he would have no problem if the Board wanted it as a discussion item.
6. Dr. Cronin commented that often when issues went public and presentations were made, particularly to the press, the press contacted other Board members for comment. If Board members give items to the press for their use, he would appreciate a courtesy notice that such as been done or a copy of those particular items.
6. Mr. Goldensohn said that this morning they had a salute to school food services personnel. He suggested that next year in May when they have this item again that the Board enjoy their lunch in the cafeteria of CESC and eat a food service provided lunch.
7. Mr. Goldensohn reported that last week he went to talk with a Special Friends Club at Wootton High School. This started as a club for mildly retarded students and regular students to get together and understand each other's problems. This evolved into a noncredit course. He was impressed with the concern and the intelligence of the students who were involved, and he would suggest that this program might work in other schools.
8. Mr. Goldensohn felt they had an item of unfinished business concerning Dr. Pitt's recommendation for an up-county special program in the high school. His recommendation was to wait for Quince Orchard and Watkins Mill High Schools to open. However, the Board never endorsed or rejected that recommendation. Dr. Pitt's recommendation contained a timetable, and the community would like to know whether this was the timetable.
9. Mrs. Praisner indicated that she would like to review the materials from Mr. Ewing's trip to Dade County as well as the summary.
10. Mrs. Praisner said she had had an opportunity to drive past Greencastle Elementary School. She knew that they were only 5 percent behind schedule; however, it appeared that an awful lot of work was needed at the school for it to be ready in September. She asked staff to review the status of that school and to provide some assurances that it would be ready in August for the teachers and principal. Dr. Vance indicated that he had been alerted by the new principal about her concern. The contractors had assured him that the facility would come in on time.
11. Mrs. Praisner inquired about the status of improvements to Robey Road.
12. Mrs. Praisner said she had been told there were two classrooms at Pyle without windows and ventilation was an extreme problem. The school staff had not received any satisfaction in raising this issue.
13. Mr. Goldensohn pointed out that Greencastle should have had 72 percent completion, and it was up to 68 percent. He noticed that

Muddy Branch was supposed to have 68 percent and it was only 65 percent, and Moyer Road was 68 and 62 percent. He suggested staff look at all three schools.

14. Dr. Pitt stated that he was thrilled with today's Board meeting. They had spent the majority of the day talking about instruction and programs in schools. He was impressed with the caliber of the people making the presentations. He was pleased with the dedication of these teachers which was indicative of that of many other teachers.
15. Mr. Herscowitz reported that he had met with Dr. Wasserman last Monday on the issue of students receiving over-the-counter medication. He would be making a motion to discuss this under new business so that Dr. Wasserman could address the Board. Mrs. Praisner stated that she had a problem with individuals addressing the Board prior to having conversations with the superintendent and staff. For the record, she would not vote for that motion until the superintendent had had an opportunity to talk with those individuals.

RESOLUTION NO. 242-88 Re: EXECUTIVE SESSION - MAY 23, 1988

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

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

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on May 23, 1988, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

Dr. Cronin assumed the chair.

RESOLUTION NO. 243-88 Re: MINUTES OF MARCH 31, 1988

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Praisner, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, (Mr. Herscowitz), Mrs. Praisner, Mrs. Rafel, and Dr. Shoenberg voting in the affirmative; Mr. Goldensohn abstaining because he was absent from that meeting.

RESOLVED, That the minutes of March 31, 1988, be approved.

Mrs. DiFonzo assumed the chair.

RESOLUTION NO. 244-88 Re: MINUTES OF APRIL 14, 1988

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

RESOLVED, That the minutes of April 14, 1988, be approved.

RESOLUTION NO. 245-88 Re: APPOINTMENT TO INTERAGENCY COORDINATING BOARD

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Mrs. Praisner, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, (Mr. Herscowitz), Mrs. Praisner, and Mrs. Rafel voting in the affirmative; Dr. Shoenberg abstaining because he had not been present for the discussion:

WHEREAS, Montgomery County Council Bill No. 43-78, enacted October 17, 1978, created a School Facilities Utilization Act by adding a new Article I to Chapter 33, title "Schools and Camps," of the Montgomery County Code (1972 edition, as amended); and

WHEREAS, This act created The Interagency Coordinating Board for Community Use of Educational Facilities and Services; and

WHEREAS, The Interagency Coordinating Board's nine members include the chief administrative officer of the county government, superintendent of schools, president of Montgomery College, a member of the County Planning Board, staff director of the County Council, two citizens appointed by the county executive and confirmed by the County Council, and two citizens appointed by the superintendent and confirmed by the Board of Education; and

WHEREAS, On April 24, 1984, Mrs. Ann Yeamans was appointed to a four-year term on the ICB which will expire on June 30, 1988; and

WHEREAS, A new citizen member is needed to fill this vacancy on the ICB; now therefore be it

RESOLVED, That on the recommendation of the superintendent of schools, the Board of Education confirms the appointment of the following citizen member of the ICB, effective July 1, 1988, for a four-year term ending on June 30, 1992:

Janice A. Lindsay 19977 Wild Cherry Lane, Germantown 20874

and be it further

RESOLVED, That a copy of this resolution be sent to the Montgomery County Council, county executive, the director of Community Use of Educational Facilities and Services, and to members of the

Interagency Coordinating Board for Community Use of Educational Facilities and Services.

RESOLUTION NO. 246-88 Re: DEATH OF DR. MARIAN L. GREENBLATT,
FORMER PRESIDENT OF THE MONTGOMERY
COUNTY BOARD OF EDUCATION

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

WHEREAS, The recent death of Marian L. Greenblatt, former president of the Board of Education, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Dr. Greenblatt served with distinction as a member of the Montgomery County Board of Education from 1976 to 1984 and as its president in 1979; and

WHEREAS, Dr. Greenblatt brought to the Board her experience as a high school teacher in New York, college instructor at the Hampton Institute and the University of Maryland, and supervisor in the War on Poverty; and

WHEREAS, After leaving the Board of Education, Dr. Greenblatt continued her involvement in educational issues by serving as the director of the Presidential Academic Fitness Awards Program in the United States Department of Education; and

WHEREAS, Dr. Greenblatt was vigorous in her pursuit of goals and policies to improve the academic performance of students; and

WHEREAS, Dr. Greenblatt will be long remembered for her personal strength and courage in pursuing her vision and educational goals for students in Montgomery County including her three sons, Drew, Robert, and Mark; now therefore be it

RESOLVED, That the members of the Board of Education and the superintendent and staff of the Montgomery County Public Schools express their sorrow at the death of Marian L. Greenblatt and extend deepest sympathy to her family; and be it further

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

Re: PROPOSED RESOLUTION TO DISCUSS FINAL
EXAM AND GRADING AND REPORTING POLICIES

Mr. Herscowitz moved and Mr. Goldensohn seconded an amended version of his April 25, 1988 motion:

RESOLVED, That the Board of Education ask the superintendent to form a committee to review the current final exam and grading policies working with Mr. Herscowitz's proposal as a base and return to the

Board with any recommendations in the fall.

Re: A MOTION BY DR. CRONIN TO AMEND THE
PROPOSED RESOLUTION ON FINAL EXAM
AND GRADING POLICY (FAILED)

A motion by Dr. Cronin to amend the proposed resolution on final exam and grading policy that the superintendent form a committee to report to the Board in the fall with its recommendations on options 1, 2, 3, and 4 of Mr. Hercowitz's memo of May 9, 1988, failed for lack of a second.

Re: A SUBSTITUTE MOTION BY MR. EWING ON
FINAL EXAM AND GRADING POLICY

Mr. Ewing moved and Dr. Cronin seconded the following substitute motion:

RESOLVED, That the Board ask the superintendent to form a committee to report to the Board in the fall on its recommendations on the best way to weight final exams.

RESOLUTION NO. 247a-88 Re: AN AMENDMENT TO THE SUBSTITUTE MOTION

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

RESOLVED, That the substitute motion on final exam and grading policy be amended to add "to evaluate student work for the purposes of reporting student grades, for example, using +'s or -'s or a numerical grading scale.

RESOLUTION NO. 247b-88 Re: FINAL EXAM AND GRADING AND REPORTING
POLICIES

On motion of Mr. Ewing seconded by Dr. Cronin, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, (Mr. Herscowitz), Mrs. Rafel, and Dr. Shoenberg voting in the affirmative; Mrs. Praisner abstaining because she agreed with only a portion of the motion:

RESOLVED, That the Board ask the superintendent to form a committee to report to the Board in the fall on its recommendations on the best way to weight final exams and to evaluate student work for the purposes of reporting student grades, for example, using +'s or -'s or a numerical grading scale.

Dr. Pitt noted that this committee would probably need a year to review the policies.

RESOLUTION NO. 248-88 Re: DISCUSSION OF ASSERTIVE DISCIPLINE

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

RESOLVED, That the Board of Education schedule a time at a future meeting to discuss the report of the advisory committee on assertive discipline and the superintendent's response to that report.

RESOLUTION NO. 249-88 Re: BOE APPEAL NO. 88-4

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 88-4.

Re: NEW BUSINESS

1. Mr. Herscovitz moved that the Board discuss the staff's being allowed to administer over-the-counter medication. There was no second.
2. Mr. Ewing moved and Mrs. Praisner seconded that the Board set aside time at a Board meeting to review present programs for the seriously emotionally disturbed students and their future needs including programs, facilities, space, and interagency cooperation.
3. Mr. Ewing moved and Mr. Goldensohn seconded that the Board set aside time if possible before the next school year to review the status of ESOL programs and needs including resource requirements.
4. Mr. Ewing moved and Dr. Shoenberg seconded that the Board of Education review the textbook quality issue, with a review to determine what the nature of the problem is as it affects Montgomery County, what impact the school system and Board could have, and what actions are necessary to address any problems or issues.
5. Dr. Cronin moved and Mr. Ewing seconded that the Board of Education schedule a discussion of the superintendent's May 10 memo on Affirmative Action goals for 1988-89.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Affirmative Action Goals
4. Program of Studies Revised K-8 Math (for future consideration)
5. Minority-, Female-, or Disabled-owned Business (MFD) Procurement Report for the Third Quarter of Fiscal Year 1988

Re: ADJOURNMENT

The president adjourned the meeting at 4:55 p.m.

PRESIDENT

SECRETARY

HP:mlw