



WHEREAS, Because of his outstanding mathematics teaching, he has previously been nominated for both state and national mathematics teacher of the year and has been recognized by the Gifted and Talented Association of Montgomery County Public Schools; and

WHEREAS, Mr. Walstein has given of his time and expertise above and beyond the call of duty to tutor gifted math students from throughout the county, thereby enriching the educational services offered to

gifted and talented students in Montgomery County Public Schools; now therefore be it

RESOLVED, That the members of the Board of Education and the superintendent and staff of the Montgomery County Public Schools extend congratulations to Eric Walstein, a 1989 recipient of the Edyth May Sliffe Award for Distinguished High School Mathematics Teaching.

Re: PUBLIC COMMENTS

The following individual appeared before the Board of Education:  
Mr. Mark Simon, President, Montgomery County Education Association

Re: ORAL REPORT ON SCHOOL CONSTRUCTION

Mr. Richard Hawes, director of school construction, reported that there were only two changes from the last construction report to the Board. Brooke Grove Elementary School was not ready because the contractor had not been able to get it cleaned out as expected. The contractor has promised to have the cleanup done by the latter part of the week. Therefore, the move into the school is expected by Friday of this week. The principal and the supply division had been notified and their plans adjusted accordingly. Utilities are almost completed. Road widening work has been completed along Brooke Grove Road, with the exception of final topping which is expected to be completed by next week.

All relocatable classrooms are in place with the exception of the four units slated for Farquhar. They will be delivered on or about September 15. A week is needed for setup. The area office and school have been informed of the delay and contingency plans have been made. Electrical work in some of the relocatables will not be complete until next week, but the electrical contractor has assured MCPS that the relocatables will be ready for occupancy on time. The contractor at Highland Elementary School maintains that he will have the school ready by opening day. However, staff is skeptical that the bottom floor of the new addition will be ready. Even without this bottom floor, there will still be 22 classrooms, all support spaces, the gymnasium, the all purpose room and the special education suite. The area office is working with the principal on a contingency plan to house the student population in the building without the use of this lower level. The entire facility is expected to be completed at the end of September. Dr. Cornell Lewis advised

that the PTA had been informed.

Mrs. Hobbs asked if Watkins Mill High School would be having an open house. It was expected that an open house would probably be held in the middle of next week.

RESOLUTION NO. 490-89 Re: RECOMMENDED PRICE INCREASES IN THE FOOD SERVICE PROGRAM

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

WHEREAS, FY 1990 labor and fixed charges will cost \$1,121,311 more than in FY 1989 and food and supplies will cost an additional \$352,722, and dairy commodities will no longer be bonus items, resulting in increased food purchases; and

WHEREAS, To maintain a financially solvent MCPS food service operation it is necessary to generate an additional \$1,474,033 in revenue in FY 1990; and

WHEREAS, Even with an increase in meal prices, MCPS will continue to be among the lowest in the area school systems; now therefore be it

RESOLVED, That the price of the elementary lunch be increased from \$.90 to \$1.10 and secondary lunch from \$1.00 to \$1.20; and be it further

RESOLVED, That the price of student breakfast be increased from \$.60 to \$.80; and be it further

RESOLVED, That the price of adult lunch be increased from \$1.40 to \$1.75; and be it further

RESOLVED, That the price increases be effective September 5, 1989.

RESOLUTION NO. 491-89 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

WHEREAS, It is recommended that Bid No. 180-89, Purchase and Finance of 10 Passenger Vans, be rejected and rebid due to lack of competition; now therefore be it

RESOLVED, That Bid No. 180-89 be rejected; and be it further

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

177-89 Telephone Systems and Equipment	
AWARDEES	
Alltel Supply, Inc.	\$ 19,278
Graybar Electric Co., Inc.	2,644
North Supply Company	45,820
USS Company (United Security Supply)	17,289
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Total	\$ 85,031
184-89 Tow Truck Chassis and Mounting	
AWARDEE	
District International	\$ 37,598
11-90 Paperback/Prebound Paperback Books	
AWARDEE	
Perfection Form Company	\$190,000
13-90 Automotive 4 Wheel Alignment System	
AWARDEE	
B & A Automotive Equipment, Inc.	\$ 60,132
Total Over \$25,000	\$372,761

RESOLUTION NO. 492-89 Re: RESOLUTION FOR APPROVAL OF ANCIENT  
MEDITERRANEAN HISTORY AND MEDIEVAL  
EUROPEAN HISTORY CURRICULUM

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

WHEREAS, The public school laws of Maryland specify that the county superintendent shall prepare courses of study and recommend them for adoption by the county Board (THE ANNOTATED CODE OF THE PUBLIC GENERAL LAWS OF MARYLAND, EDUCATION Vol.6, Sec. 4-205): and

WHEREAS, The public school laws of Maryland also state that the county Board on the written recommendation of the county superintendent, shall establish courses of study for the schools under its jurisdiction (IBID., Sec. 4-110); and

WHEREAS, The PROGRAM OF STUDIES is the document that contains the prescribed curriculum elements, including instructional objectives, of all MCPS curriculum programs and courses (MCPS Regulation IFB-RA Development and Approval of Curriculum and Supporting Materials): and

WHEREAS, Excellence in curriculum can be maintained only by

continuing attention to the need for curriculum change; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the revised titles and curricula for Ancient History and Medieval History; and

WHEREAS, The superintendent recommends that the Board approve these revisions; now therefore be it

RESOLVED, That the Board of Education approve the revised titles and instructional objectives for Ancient Mediterranean History and Medieval European History for publication in the PROGRAM OF STUDIES as part of the MCPS curriculum to become effective in the 1989-90 school year.

RESOLUTION NO. 493-89 Re: RESOLUTION FOR APPROVAL OF REVISED  
PSYCHOLOGY I CURRICULUM

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

WHEREAS, The public school laws of Maryland specify that the county superintendent shall prepare courses of study and recommend them for adoption by the county Board (THE ANNOTATED CODE OF THE PUBLIC GENERAL LAWS OF MARYLAND, EDUCATION Vol.6, Sec. 4-205); and

WHEREAS, The public school laws of Maryland also state that the county Board on the written recommendation of the county superintendent, shall establish courses of study for the schools under its jurisdiction (IBID., Sec. 4-110); and

WHEREAS, The PROGRAM OF STUDIES is the document that contains the prescribed curriculum elements, including instructional objectives, of all MCPS curriculum programs and courses (MCPS Regulation IFB-RA Development and Approval of Curriculum and Supporting Materials): and

WHEREAS, Excellence in curriculum can be maintained only by continuing attention to the need for curriculum change; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the revised curriculum for Psychology 1; and

WHEREAS, The superintendent recommends that the Board of Education approve this revision; now therefore be it

RESOLVED, That the Board of Education approve the revised curriculum for Psychology 1 for publication in the PROGRAM OF STUDIES as part of the MCPS curriculum to become effective in the 1989-90 school year.

RESOLUTION NO. 494-89 Re: RECOMMENDED RESOLUTION FOR APPROVAL OF  
VOCATIONAL COURSES FOR THE WORK



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

WHEREAS, All the low bids were within budget estimates, and sufficient funds are available to award these contracts; now therefore be it

RESOLVED, That contracts be awarded to the low bidders for the projects for the amounts listed below:

PROJECT	AMOUNT
1. Ceiling Panels and Grid Assemblies Replacement and Installation (Damascus HS) LOW BIDDER: H. V. Lancon Construction Co.	\$ 25,500
2. Revisions to Auditorium Air Conditioner (Richard Montgomery HS) LOW BIDDER: G. W. Mechanical Contractors, Inc.	179,569

RESOLUTION NO. 496-89 Re: REROOFING - BETHESDA-CHEVY CHASE  
HIGH SCHOOL

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

WHEREAS, The following sealed bids were received on August 3, 1989, for the reroofing of Bethesda-Chevy Chase High School:

BIDDER	BASE BID
1. Construction Associates, Inc.	\$220,912
2. Orndorff & Spaid, Inc.	289,239

and

WHEREAS, The low bidder, Construction Associates, Inc., has completed similar projects satisfactorily throughout the Washington metropolitan area; and

WHEREAS, The low bid is within the staff estimate of \$250,000; now therefore be it

RESOLVED, That a \$220,912 contract be awarded to Construction Associates, Inc., for the reroofing of Bethesda-Chevy Chase High School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 497-89 RE: ASBESTOS ABATEMENT-SLIGO MIDDLE SCHOOL  
AND SHERWOOD HIGH SCHOOL

On recommendation of the superintendent and on motion of Mrs. DiFonzo

seconded by Mrs. Praisner, the following resolution was adopted unanimously#:

WHEREAS, Sealed bids were received on August 8, 1989, for asbestos abatement at Sligo Middle School and Sherwood High School; and

WHEREAS, The low bids are within the staff estimates of \$225,000 and \$391,000 respectively; now therefore be it

RESOLVED, That contracts be awarded to the low bidders for the projects and amount listed below:

PROJECT	AMOUNT
Sligo Middle School	
1. BARCO Enterprises, Inc.	\$ 161,766
2. LVI Environmental Services, Inc.	288,480
3. Asbestos Environmental Services of Maryland, Inc.	396,320
Sherwood High School	
1. MARCOR of Maryland, Inc.	367,675
2. BARCO Enterprises, Inc.	534,463
3. Asbestos Environmental Services of Maryland, Inc.	1,191,570

RESOLUTION NO. 498-89 Re: CHANGE ORDER OVER \$25,000

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

WHEREAS, The Department of School Facilities has received a change order proposal exceeding \$25,000 for the modernization at Montgomery Knolls Elementary School; and

WHEREAS, This change order was necessary to complete stormwater management and sediment control work for the site portion of the project; and

WHEREAS, Staff and the project architects have reviewed the proposal and found it to be equitable; now therefore be it

RESOLVED, That a \$57,413 change order to the contract for Dustin Construction, Incorporated, be approved for additional stormwater and sediment control work at Montgomery Knolls Elementary School.

RESOLUTION NO. 499-89 Re: CABLE TV/TELECOMMUNICATIONS NETWORK INSTALLATIONS AT VARIOUS SCHOOLS

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



unanimously#:

WHEREAS, The following sealed bids for cable TV/telecommunications network installations were received on July 25, 1989, for Laytonsville, Monocacy, and Montgomery Knolls elementary schools and on August 10, 1989, for Wayside Elementary School and Bethesda Chevy-Chase High School:

SCHOOL	BIDDER	BID
Laytonsville ES	B & L Services, Inc.	\$16,200.00
	Halstead Communications Corp.	21,649.77
	Darwin Construction Co.	51,515.00
	Heller Electric Co., Inc.	51,400.00
Monocacy ES	B & L Services, Inc.	18,700.00
	Halstead Communications Corp.	30,458.40
	Darwin Construction Co.	41,414.00
	Heller Electric Co., Inc.	48,700.00
Montg. Knolls ES	B & L Services, Inc.	16,200.00
	Halstead Communications Corp.	21,650.64
	Darwin Construction Co.	51,515.00
	Heller Electric Co., Inc.	42,200.00
Wayside ES	B & L Services, Inc.	8,170.00
	LiteWay Communications Co.	11,050.00
	Halstead Communications Corp.	11,824.89
Bethesda-Chevy Chase HS	B & L Services, Inc.	26,700.00
	LiteWay Communications Co.	33,161.00
	Halstead Communications Corp.	36,208.02

and

WHEREAS, The low bidder, B & L Services, Inc., has requested to withdraw its bids for Laytonsville, Monocacy, and Montgomery Knolls elementary schools, and MCPS staff has consented to its request; and

WHEREAS, The next lowest bidder on these three schools was within staff estimates of \$25,000, \$20,500, and \$22,500, respectively, and met all requirements and specifications; and

WHEREAS, B & L Services, Inc., was the low bidder on Wayside Elementary School and Bethesda-Chevy Chase High School, and was within the staff estimates of \$12,000 and \$40,000, respectively; now therefore be it

RESOLVED, That a \$73,758.81 contract be awarded to Halstead Communications Corporation for the installation of cable TV/telecommunications networks at Laytonsville, Monocacy, and Montgomery Knolls elementary schools; and be it further

RESOLVED, That a \$34,870.00 contract be awarded to B & L Services,

Inc., for the installation of cable TV/telecommunications networks at Wayside Elementary School and Bethesda-Chevy Chase High School.

RESOLUTION NO. 500-89 Re: ENERGY MANAGEMENT SYSTEMS FOR  
VARIOUS SCHOOLS

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

WHEREAS, Bids were received on August 9, 1989, for Energy Management Systems (EMS) at Bowie Mill, Hopkins Road, Kentlands, Olney, and Westbrook elementary schools; and

WHEREAS, The low bid of \$99,650 for Olney Elementary School was above the staff estimate of \$75,000; and

WHEREAS, It is more efficient to have project contractors coordinate and supervise the EMS installations; now therefore be it

RESOLVED, That the Board of Education approve the following contracts for EMS and assign them through change orders to project general contractors for implementation and supervision:

	PROJECT	
Bowie Mill ES	Contractor:	Henley Const. Co., Inc.,
	Subcontractor:	Barber-Colman Pritchett, Inc.
	Change Order:	\$59,020
Hopkins Road ES	Contractor:	Kimmel & Kimmel, Inc.
	Subcontractor:	Barber-Colman Pritchett, Inc.
	Change Order:	\$78,032
Kentlands ES	Contractor:	Gassman Corporation
	Subcontractor:	Barber-Colman Pritchett, Inc.
	Change Order:	\$84,797
Westbrook ES	Contractor:	Edmar Construction Co.
	Subcontractor:	Robertshaw Controls, Co.
	Change Order:	\$67,039

and be it further

RESOLVED, That the bids for Olney Elementary School be rejected and rebid at the earliest convenience.

RESOLUTION NO. 501-89 Re: ENERGY MANAGEMENT SYSTEM INSTALLATION  
AT BETHESDA-CHEVY CHASE HIGH SCHOOL

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

WHEREAS, Bids were received on August 9, 1989, to install an energy management system and to repair pneumatic controls at Bethesda-Chevy Chase High School from the following vendors:

BIDDER	PNEUMATIC		
	EMS BID	CONTROL BID	TOTAL
Barber-Colman Pritchett, Inc.	\$190,850	\$112,322	\$303,172
Robertshaw Controls, Inc.	218,993	125,453	344,446
Systems 4, Inc.	240,100	202,610	442,710

and

WHEREAS, The bids are within the staff estimate of \$310,000, and sufficient funds are available to award this contract; now therefore be it

RESOLVED, That a \$303,172 contract be awarded to Barber-Colman Pritchett, Inc., for the installation of an energy management system and the repair of pneumatic controls at Bethesda-Chevy Chase High School in accordance with plans and specifications developed by Von Otto and Bilecky, Professional Consultants.

RESOLUTION NO. 506-89 Re: SPACE NEEDS CONSULTANT  
On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Praisner, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education authorize the president and secretary to enter into an agreement with Walker and Dunlop, Inc., to act as a consultant to explore its space needs and make recommendations to the Board.

RESOLUTION NO. 507-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED PROJECT FUNDS FOR THE STATE LEGISLATION IMPACT ASSISTANCE GRANT PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend an additional \$6,768 within the FY 1990 Provision for Future Supported Projects from the Maryland State Department of Education under the Immigration Reform and Control Act of 1986 (PL 99-603) for the SLIAG program in the following categories:

CATEGORY	AMOUNT
2 Instructional Salaries	\$ 6,267
10 Fringe Benefits	501

Total

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\$ 6,768  
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and be it further

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

RESOLUTION NO. 508-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED  
PROJECT FUNDS FOR A SCHOOL-AGE CHILD  
CARE RESOURCE CENTER

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

RESOLVED, That within the FY 1990 Provision for Future Supported Projects, the superintendent of schools be authorized to receive a Dependent Care Grant of \$4,000 from MSDE, and expend it in Category 3 - Other Instructional Costs, to implement the School-age Child Care Resource Center in the New Hampshire Estates/Oak View attendance area; and be it further

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

RESOLUTION NO. 509-89 Re: RECOMMENDATION TO SUBMIT AN FY 1990  
GRANT PROPOSAL FOR A FOLLOW-UP  
INVESTIGATION OF THE PARTICIPATION AND  
PERFORMANCE OF WOMEN AND MINORITIES  
IN MATHEMATICS

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1990 grant proposal for \$302,000 to the National Science Foundation to fund a three-year follow-up study of the participation and performance of women and minority students in mathematics; and be it further

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

RESOLUTION NO. 510-89 Re: RECOMMENDATION TO SUBMIT AN FY 1990  
GRANT PROPOSAL TO PLAN A MONTGOMERY  
COUNTY INFANTS AND TODDLERS PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1990 proposal for \$60,340 to MSDE under PL 99-457 (Part H), to plan a Montgomery County Infants and Toddlers Program; and be it further

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

RESOLUTION NO. 511-89 Re: FY 1989 OPERATING BUDGET APPROPRIATION  
RECOMMENDED CATEGORICAL TRANSFER

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

WHEREAS, Category 5 Student Personnel Services reflected a deficit as of June 30, 1989, due to higher than budgeted salaries; and

WHEREAS, Category 7 Student Transportation reflected a deficit as of June 30, 1989, due to higher costs of adding buses to reduce riding time for handicapped children and additional service to new placements, and higher fuel costs; and

WHEREAS, Category 9 Maintenance of Plant reflected a deficit as of June 30, 1989, due to higher than anticipated costs of supplies for necessary repairs; and

WHEREAS, Category 10 Fixed Charges reflected a deficit as of June 30, 1989, due to higher than estimated Employee Benefit Plan costs; and

WHEREAS, The required funds are available for transfer from Category 1 Administration, Category 2 Instructional Salaries, Category 3 Instructional Other, Category 4 Special Education, Category 6 Health Services, Category 8 Operation of Plant/Equipment, Category 11 Food Services, and Category 14 Community Services; now therefore be it

RESOLVED, That the superintendent be authorized, subject to the approval of the County Council, to effect the following transfer:

CATEGORY	DESCRIPTION	TO	FROM
1	Administration	\$	\$ 509,000
2	Instructional Salaries		778,000
3	Instructional Other		888,000
4	Special Education		24,000
5	Student Personnel Svcs.	7,000	
6	Health Services		9,000
7	Student Transportation	1,502,000	
8	Operation of Plant/Eq.		484,000
9	Maintenance of Plant	4,000	
10	Fixed Charges	1,209,000	
11	Food Services		26,000
14	Community Services		4,000

Total

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\$2,722,000

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\$2,722,000

and be it further

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

RESOLUTION NO. 512-89 Re: PERSONNEL APPOINTMENTS AND TRANSFER  
On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mrs. DiFonzo, the following resolution was adopted unanimously:

RESOLVED, That the following personnel appointments be approved:

APPOINTMENT	PRESENT POSITION	AS
Frieda K. Lacey	Asst. Supv. of Spec. Svcs. Area 3 Admin. Office	Supv. Spec. Ed. Instruction Eff. 8-22-89
Bernard W. Samm, Jr.	Acting Supv, Outdoor Education Programs	Supv., Outdoor Educ. Programs Eff. 8-22-89
Darlene Merry	Admin. Intern, Montg.Vill Jr. High School	Asst. Principal Montg. Vil. JHS Eff. 8-22-89
Rosalva Rosas	Act. Asst. Principal Frost IS	Asst. Principal Frost IS Eff. 8-22-89
Jewel Solomon	Admin. Intern, Einstein HS	Asst. Principal Gaithersburg HS Eff. 8-22-89
TRANSFER		
Nancy H. Schultze	Asst. Principal Seneca Valley HS	Asst. Principal Redland MS Eff. 8-22-89

Re: MCPS ACCOUNTABILITY REPORT ON THE  
ACHIEVEMENT OF BLACK AND HISPANIC  
STUDENTS FOR PRIORITY 2

Dr. Pitt referred to the report which had been distributed to the Board earlier and which focused on black and Hispanic students. Goals and objectives were highlighted, including the CAT tests, Project Basic tests and gifted and talented identification/participation. Dr. Pitt said he was pleased to report that there had been improvement from last year's baseline data. He said that if he were asked to evaluate the findings, he would report that MCPS had made moderate progress. This did not mean that improvement was not needed and that staff was not still concerned, especially about this year's third grade CAT scores. He hoped to see more movement of youngsters from the middle stanines into the upper stanines.

Excellent progress had been made in competency tests. Regarding gifted and talented, Dr. Pitt said that it was the misconception of many that minority youngsters did not always get the same shake as others in G&T placement, and it was his plan to make sure that the same percentage of minorities scoring high in these stanines end up in G&T classes as do majority students. Dr. Pitt reported that there were about 12 schools that had not made steady progress in the goals relating to the middle stanines.

Some flexibility was allowed this year for schools to make judgments. Schools will move into a continuation of the Summer Institute for Achievement (SIA) program or into a particular successful practice. Experts had advised that this should be voluntary.

Dr. Vance said that he was impressed by staff commitment to this undertaking and participation in successful practices and the support and direction the area offices were providing. He reported on the success of the Summer Institute which was geared towards the so-called average child, those children in the 4, 5 and 6 stanines. It was somewhat of a phenomenon as enrollment in the Summer Institute did not decline, but rather increased. The development of the management plans was now consistent throughout the school system. Each of the units under an associate superintendent has a management plan, coordinated through the office of the deputy superintendent. Dr. Paul Scott, director of minority coordination, highlighted some of the report's major elements.

Exhibit 2 revealed that MCPS met the goal of moving 50% of the black and Hispanic students from stanines 1-3 into the middle stanines, 4-6. Improvement still needs to be made in the movement from the 4-6 band to the 7-9 band. This is an ambitious undertaking as the bulk of the minority student population is in this area. Exhibit 3 showed that the overall percentage of schools meeting the goal is unchanged. There were increases in some areas with decreases in others.

Exhibit 4, the Project Basic Tests, showed that grade 10 black students have met the goal for all four tests, with an increase in citizenship this year for the first time. Hispanic students have met the goals for reading, mathematics and writing, missing the 90% citizenship goal by only one percentage point.

Dr. Scott explained that Exhibit 5 revealed a change in passing rate on Project Basic Tests in grade 7 to grade 10. A focus on citizenship is still necessary here for the Hispanic students. Exhibit 6 showed the percentage of senior high schools achieving goals for Project Basic Tests. MCPS has continued to do very well in the area of reading for all students, but the math area still needs work, while progress was shown in the areas of writing and citizenship. This affords staff an opportunity to focus in on individual schools' needs with respect to this particular test. Exhibit 7 shows the average proportion of gifted students by race, with increases reflected here from last year and exceeding the county average of .37 for this year.

Exhibit 8 is the percentage of schools meeting the goals for gifted identification, with an increase appearing here as well.

Exhibit 9, honors, is a Priority 2 effort. This year there is a revised honors goal for this particular document. This new goal will offer a comparison next year in terms of the proportion of minority students in honors classes. The revised goal is "for students in grades 9-12 whose CAT total battery scores fall in stanines 6 through 9, the average proportion of black and Hispanic students taking at least one honors course will be approximately equal to that of students countywide."

Exhibit 10 reflects benchmark data, with the county meeting the honors goal in the 1988-89 school year. There are, however, a number of schools that still must work toward meeting this goal, with 75% of the schools meeting the goal for black students and 54% of the schools meeting the goal for Hispanic students.

Dr. Cornell Lewis, area 1 associate superintendent, reported that all Area 1 schools were reflected in this document because of the numbers of minorities in those schools. There were 14 schools in the area participating in the Summer Institute and four participating in successful practices. Broad Acres entered the effective schools project and four additional schools have volunteered to join the effective schools efforts with commitment to join again next year. Broad Acres, the school with the lowest test scores, has undergone an extensive evaluative study, from which has evolved a school improvement project funded by the Board. Since that time, the facility has been modified for the program, a training program has been instituted with all teachers participating, a diagnostic transition program for ESOL students is planned and a computer assisted instructional lab is being installed which will focus on language development. The most exciting thing to come out of this project is the intensive work with parents. For the first time there is a PTA in action. The PTA will work with other agencies to provide day care and other kinds of services for that community as well as child care education programs.

Ms. Ann Meyer, area 3 associate superintendent, remarked that only a handful of Area 3 schools have not met the goals. This does not reflect a clear picture of the progress being made because the progress is not yet visible on the graphs since the students are moving within the 4-6 stanines. There was particular emphasis in Area 3 on the Summer Institute, staff has worked on reading and math strategies, a number of schools have been involved in family math and several schools have developed outreach to parents to work with their children at home. Liaison has been strengthened with QIE and QIE staff has been contacted to expand their services in supporting teacher training, especially in the areas of math and reading. A number of schools have volunteered for the effective schools project, and a number of schools were in the successful strategies project. Dr. Hiawatha Fountain, associate superintendent for special and alternative education, reported that progress has been made with



secondary learning center students and RICA in all four areas. A substantial amount of time was spent in reading and mathematics with improvement shown. Because of the students moving around so much, there is a problem keeping track of them. However, most of the students' progress already reported by Dr. Lewis and Ms. Meyer was in the area of special and alternative education.

Dr. Robert Shekletski, Area 2 associate superintendent, noted that 90% of Area 2 schools were progressing. Where improvement was not noted, successful strategies have been put into place. In these few schools, an implementation of Summer Institute activities is planned. The management plan has enabled Area 3 to do that. Principals are willing to analyze data, and where data show improvement is needed, there is no reluctance to implement successful practices and strategies.

Ms. Katheryn Gemberling, associate superintendent for instruction and program development, said that there will be an emphasis on expanding successful strategies into the middle level. The focus on the Summer Institute and concentration of strategies as opposed to test-taking skills enabled them to look at students' and staffs' attitudes and their enthusiasm and excitement. She hoped this would expand into other schools, and a plan is in operation for that. Support will be offered on an individual school basis for this as identified by area associates.

Dr. Pitt said that other people will be looking at these goals and the programs, and maybe things will be changed and done differently as a result. There must be an emphasis on early childhood programs. There should be more and better coordination of those programs, and they need to be tied together better. Some good things have happened, and now it is necessary to see if these things can be done more systematically overall. Dr. Pitt will bring recommendations at a later time to get support to early childhood.

Dr. Shoenberg remarked that the Summer Institute has apparently been very successful, but with this being the first summer for the Institute, it is too early to say this is the way to go. Staff has learned that a wider variety of students can be successful under this type of program. Dr. Shoenberg asked how the Board could know if the teachers in this program are successful with this mode of instruction, and does this instruction suggest criteria other than those represented by CAT and competency tests that can be used to measure achievement of students and MCPS success. Ms. Gemberling noted that this is still early, but data has been gathered in terms of teacher instruction to see if teachers were doing particular strategies that were planned. This formal observation will be continued in regular classroom settings with other teachers and this data will be analyzed. A parent phone survey was instituted on attitudes for which data will be collected. This research will be further developed. Dr. Joy Frechtling, acting director of the department of educational accountability, said that data gathered will be used to give feedback to the teachers.

Dr. Shoenberg said that if some criteria could be deduced from this data from this other mode of instruction and if this could be validated, this would be extremely valuable.

Dr. Cronin said that Board members have in the past said that other measures of assessment were needed and should be organized.

Mr. Ewing remarked that he was bothered by the situation where pieces of data and a variety of reports came to the Board without an explicit statement of how they interrelate with one another. Board members need to know this so there can be accountability and explanations in simple terms to the general public. At this point, the report appears to be obscure to the general public understanding. Data on white and Asian-American students are lacking, and although this is deliberate, this makes it hard for the public to understand the entire picture. The amount of improvement and the high level of staff commitment are encouraging. Mr. Ewing asked to see the results of the observation of the Summer Institute. Although he thought it was important to measure what is done, interpretation and understanding is also important to staff and the general public.

Mr. Ewing also expressed his concern on how principals in their management plans choose strategies to implement and what they do to determine whether those strategies are, in fact, working in those schools for those students. That doesn't appear to be in place. He questioned how, over time, MCPS would be able to say why it is things change in the direction they do with any degree of certainty that the general public would feel comfortable with. Although this is not the nature of the plan, Mr. Ewing wanted his dissent noted with the nature of the plan. The current approach does not appear to give MCPS a systematic assessment of the effectiveness of what is being done school by school. Apparently this is being done with successful practices by the validation of it, but it is not being done school by school, countywide.

Dr. Pitt said that Mr. Ewing had legitimate concerns, however, one thing being done differently this year which may not be clear, is that where schools are not making sufficient progress, the SIA program with training or one of the successful practices will be instituted. This will be based on area and central office staff judgment in terms of what would apply based on that population and so on. After that is done, MCPS should be able to measure, at least on the basis of established criteria, whether the school is successful in another year. Therefore, data will show what has been instituted and the results in terms of the goals. This will take more than one year because of data gathering, for example. This should be the beginning of establishing some basis for measuring. Dr. Pitt stressed that these schools will, without option, do this. This will not be voluntary.

Mrs. DiFonzo pointed out that Mrs. Gemberling, when she was principal at Kennedy, was one of the first to initiate the predictor test for incoming students, specifically the math program, and then work with those youngsters and have data to look back on and see dramatic changes from what the predictor test showed to what the reality was.

Responding to Mrs. DiFonzo's questions, Mrs. Gemberling said that the predictor test was a standard one. It is not the test that you give, but rather what you do with the data you get. This data was put into computer analysis, and then they concentrated on grouping students around collective objectives so that instruction was geared into a better use of time. Where they found missing objectives, those were the ones taught. Where individuals missed certain objectives, they were put into groups so that staff and teaching time were properly used. Progress was monitored and other tests given with instruction coordinated around the needs. The incoming Kennedy ninth graders were given the test. This way objectives already known by the students were not re-taught.

Looking back from the predictor test rather than forward, staff was also better prepared to look at methods, and they found that certain objectives were being missed at certain schools. From this came the Project Payoff that led to identification of gifted and talented students and into summer programs involving elementary and seventh grade teachers. It has been found that movement from the sixth to seventh grades sometimes shows some retention failure, so the seventh grade math teacher, for instance, must start with a thorough review at the start.

Dr. Pitt said that he was concerned about whose responsibility it was to take the data and use it forwards and backwards. He was pleased to see central office staff out in the schools this summer working with teachers to see how creative ideas could get implemented. It is important for OIPD staff to work with area superintendents in this coordination effort to get this support to every school. Mrs. DiFonzo thought this might be an interesting subject for the Research and Evaluation committee to look at.

Dr. Cronin asked for an assessment of efforts that will be made of the movement from stanine 4-6 to upper stanines and a statement of where MCPS will go and how this will be achieved, an explanation of the drop in J/I/M schools of black scores in stanines 4-6, and whether there is a linguistic problem with Hispanic students in the math areas where declines are shown?

Dr. Cronin asked if some of the problems were associated with resources or lack of resources. Dr. Lewis responded that in some cases money was the problem; however, in other cases it was necessary to refocus priorities. Grant funds are used for as many specialized projects as possible. Discretionary funds are also used to support their objectives. Dr. Cronin pointed out that there are some schools with a higher percentage of Asian students than black or Hispanic, who may be experiencing language difficulties, yet their scores are not reflected here. Dr. Pitt said that Priority 2 focuses specifically on black and Hispanic students, and if the Board wanted data on white and Asian-American students, they would have to direct staff to do so. Dr. Scott added that schools receive this data for all groups so schools are conscious of where their entire population fits with respect with the accountability process. Dr. Cronin said that he sees more Asians falling into the "need category" and may

come back to ask the Board later to expand this report to include this sector.

As a follow-up to the June 26 testimony on minority achievement, Dr. Vance noted that those testifying would be called to attend a meeting so that their support and input could be solicited as part of an outreach effort. MCCPTA, community advocates and advisory committees would also be invited for their counsel.

Dr. Shoenberg ended the discussion with a rhetorical question of whether MCPS is teaching to the test or are the tests starting to drive the teaching we do and is this a good idea?

Dr. Cronin thanked staff for their report.

Re: WEIGHTED ENROLLMENT

Dr. Pitt said that the Board asked in May for staff to investigate weighting class size for students with special needs. The information brought to the Board was based on conclusions of others and not necessarily the superintendent's opinion.

Dr. Vance introduced Ms. Barbara Contrera, administrative assistant to the deputy superintendent and Dr. Joy Frechtling, director of educational accountability, as members of this team to explore the issue of weighted enrollment. Dr. Frechtling looked at school systems across the country that had at least considered the idea of equitable teaching load staffing through weighted enrollment and to follow up on what had happened. Ms. Contrera had met with Mary Lou Wood to pull minutes from the meetings that the Board had in 1978 and 1979 which addressed the formulation of the task force and their two reports and final actions made by the Board in establishing class size.

Dr. Frechtling said that after all these years had passed, no one contacted had any memory of this issue being considered. Dr. Vance said that little could be added to the paper presented to the Board. The paper describes the idea of weighted enrollment, how it could be applied, the work of the 1978 task force, and the plan with which they came up and what happened to it, and finally brief comments on weighted enrollment around the nation today in the school systems contacted by DEA.

Dr. Frechtling added that it was a very interesting assignment. ERS and Phi Delta Kappa were contacted and PDK came back with nothing. ERS sent a couple of articles which were from the late '70's with nothing new since that time. There were a number of blanks when people were contacted, and the whole concept had to be defined, including the Great City Schools whom Dr. Frechtling thought would have been a prime district for this idea. When Ms. Contrera searched the Board minutes she found that the Board had decided to move on to other things after computing the costs and criteria involved if MCPS should weight children.

In Denver they had a school-based committee where teachers could go if they needed relief and this committee would make a decision as to who would get relief. A fund was set aside for this purpose. Because it had become so expensive and funds were not available to cover these expenses, they had begun using aides or para professionals to hold down costs.

Mrs. Praisner asked if MCPS could communicate with other school districts through NFUSSD and within the state to find out if they use the concept of weighted enrollment. Mrs. Praisner went on to say that she was concerned about the labeling or classifying of students or groups of students and the impact in schools. Dr. Frechtling explained that some of the districts surveyed weighted things that might be considered correlates of academic at-risk students, but not necessarily. That was one of the troublesome things of labeling.

The insinuation of mobile or older students, for example, as being at risk, raised questions among many people. The information gleaned by Dr. Frechtling's investigation revealed that the most current articles were written in the late 1970's. There had been nothing written on the impact of this concept on student learning.

Weighting in terms of individual students and class mixture was not done so much as appropriate class sizes for students at different grade levels had been and was being done. For example, class sizes varied according to the class; i.e., automotive classes had fewer students because only so many students could gather around a car for instructional purposes. It was fairly clear, however, that weighting students because of differing educational needs was not going on in other school districts.

Dr. Pitt clarified that in Chapter I schools there were more teachers, but this was not done according to any specific formula. MCPS does give "weight" to conditions in a classroom that would merit staff increases. The concept of weighting is giving a weight to a particular youngster, where the concept of staffing for particular needs of a group of students is not new and this is done throughout the country.

Dr. Shoenberg thought MCPS needed to examine how certain students are looked at. Mainstreamed and ESOL students, in particular, posed two kinds of problems.

Mr. Ewing pointed out that MCPS does already weight. Special needs areas such as handicapped and Chapter I children receive more staffing. MCPS calls it, however, staffing formulas. MCPS recognizes this issue. Parents recognize it as ignoring the average child when so many dollars are spent in special needs areas. This poses another set of problems. Where teachers have a myriad of needs within one classroom, special needs children may get more attention and others not as much. The perception then becomes the average child is being neglected. This should not happen, and it is not beyond MCPS capabilities to prevent this. It would not be necessary

for MCPS to be as elaborate as Denver, but the concept of staffing according to increasing diversity should be addressed.

Re: STAFF ALLOCATION FORMULAS AND GUIDELINES

Dr. Vance explained that staffing allocations began with the deputy superintendent making decisions and preliminary allocations of school-based positions to area offices in mid-April. This is done before County Council actions on the operating budget. The deputy superintendent has the responsibility based on the county executive's denials and discussions with the County Council to go back and make the decisions on how many positions are included in preliminary allocations, how much of reserve is held and how much reserve is necessary for enrollment changes during the summer into October. The target date for final allocations to schools is in mid-May.

Dr. George Fisher, administrative assistant to the deputy superintendent, said that preliminary allocations are made and the budget office provides final Council action. This is distributed via memorandum, and meetings are held with each area associate and ADES to go over these allocations. At that time decisions are made to allocate beyond what the preliminary figures say. In early May high schools can identify requirements for certain program needs in their schools. In mid-July enrollment data is received and area associates come to the deputy superintendent with requests for specific schools.

Dr. Fisher said he looks at supporting data and makes a recommendation to Dr. Vance as to whether this is a valid request that he should support. This is done from mid-July well into September. Some positions are held until enrollment figures are more firm to justify certain staff.

Dr. Patricia Sweeney, area director for educational services, said every effort is made across the board in all staffing situations to avoid the "cabbage patch doll" scenario where children start off the year with Teacher A and come in the next day and find Teacher B. This is where early decision-making is so critical. In initial staffing allocations, averages always come up. Therefore, there will always be an elementary school with the highest class average and one with the lowest class average. This is unavoidable. There are reasons why this happens, however, and the situation is monitored. Initial allocations are made on projections, not wish lists or community surveys. In July when the data base comes in, area staff look at the new information. With some positions there is flexibility. Some positions do not allow for any flexibility because they are discrete positions allocated within the budget. An example would be assistant principal positions. These are set within the budget document. Elementary allocations are done according to a formula which is somewhat different from secondary level allocations. Enrollment figures are monitored weekly in the elementary schools. If a principal requests additional support, it may be necessary to pull a position from a school where enrollment is lower than previously expected. The area offices work very closely with the deputy's office in making these decisions.

At the secondary level the formula used is much more complicated because allocations are considered in tenths of positions. The three areas had met earlier in the summer to review how each area was monitoring the scheduling and staffing process. Initial allocations are provided and discussed with the deputy's office with adjustments being made if possible by the first of June. The process is continually monitored looking at various points such as reviewing the tallies coming in from the schools to get a sense of how many very small classes the school is trying to support, and if justification is there for more staffing requests, school objectives, new programs, consolidations, addition of ninth grade, etc. Additional staff is requested only after much deliberation and certainly not if enrollment projections are lower than anticipated. The goal is that all secondary students are in classes when school opens and that the classes are balanced.

Preliminary special education allocations are made by the deputy with most of the work coming from the office of special education. Mr. Ron Howard, assistant for fiscal activities, explained special education allocations. The initial allocations are made in Levels 4 and 5 because forecasts are made built on projections similar to K-12. Recommendations are made by the associate superintendent to the deputy. Allocations are made, and the areas distribute these positions among the schools. Speech pathologists and occupational and physical therapy positions are not assigned as early because of the continual evaluations and screenings during this time. There is usually a significant adjustment of ESOL teachers in the fall after the testing is completed and students are in school.

Mrs. Hobbs asked how staffing is affected by secondary level students in abbreviated schedules and those sharing classes between a home school and the Edison Career Center, for example. Dr. Sweeney explained that deductions are made for students in the ECC based on the numbers sent. There is no set formula for deducting for students with abbreviated schedules such as WOC and CWE. Ultimately this helps to reduce class sizes and the schools benefit. Dr. Joseph Villani, area director for educational services, pointed out that the staffing formula for abbreviated schedules is 6.8 periods for students and students on work released programs are covered by teacher supervision. Therefore while it appears that the students are not in school, the teacher still must go out and evaluate and supervise the student in his work situation. This is considered part of the teacher's working day in the staffing allocations. Dr. Pitt explained that this has led to big debates with the County Council each year because staffing allocations have not been reduced based on the fact that some students were on half-day working schedules. Mr. Larry Bowers, director of the department of management, budget and planning, added that career prep teachers are allocated to certain schools regionally to provide for programs for students coming in from the other schools.

Dr. Shoenberg said he was pleased with this report because it was

very helpful to him in understanding this process. Judgments must be made and are made by people very close to the situations, and this is highly desirable as it allows for adjustments for special situations as needed.

Mr. Ewing said that Dr. Pitt had explained that staffing formulas come first and judgments follow. Mr. Ewing was still unclear as to what schools do when they are faced with children requiring a lot of attention. It seemed to him that judgments in some of these cases must be specific because of Board and budget directives where others would be judgmental. Mr. Ewing asked to be led through a case where explicit staffing decisions are made, specifically a down-county school which had all the eligibilities.

Dr. Pitt clarified that where staffing in some Area 1 schools appeared to be better this was true. This was not because of basic allocations but because of supplementary staffing.

Mr. Ewing asked if MCPS recommended combination classes as an option for staffing. Dr. Fisher said that areas may be asked to consider that as a solution to a problem, although it is not actually recommended. Some communities may find combination classes more acceptable than others, where some may prefer a larger class with an instructional assistant. This is based on school/community history and this applies to half-time teachers as well. This is where flexibility is important. Dr. Vance said that it is not encouraged, but that sometimes there was no other solution, and it would be necessary.

Mrs. Praisner suggested that, based on all the effort it took to present this discussion, it might be a good idea to put all this information together in a manual so that Board members, among others, could have a place of reference. Mrs. Praisner said that community members had complained to her that numbers were not built in early enough in the school year to accommodate for more students than originally projected for a given school. Dr. Vance said that that was why Dr. Fisher had been selected for this job. He had had a good history of projecting enrollments in schools. Some schools predictably had enrollments in September higher than expected. In these cases, slack was built in to handle the greater numbers of students.

Dr. Pitt again pointed out that MCPS does staff on zero basis each year. For example, if enrollments were under projection, teaching staff would remain the same starting out with the new number.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner announced that she had just returned from the National School Board Association presidents' retreat. She will get materials from this retreat to the Board Office and superintendent which include the NSBA and ITE technology project, information from a presentation of a staff member from the Pennsylvania Department of Education about successful efforts in meeting goals with minority



students, and considerable information on the Missouri education and parent participation in student education program where they are focusing on preschools for children up to 3 and 4 years old.

2. Mrs. Praisner asked staff to provide more information about the impact the county executive and County Council decisions would have on schools that would not receive staffing for health room technicians and nurses until January of the school year and how MCPS could approach the Council to ask them to reconsider funding of these positions earlier in the school year.

3. Mr. Ewing said that he had attended the MACO Conference in Ocean City where there was a strong emphasis on drug abuse, prevention, education, treatment and enforcement. He will be obtaining a package from the state on drugs, including a recommendation to post signs to be used in conjunction with drug-free school zones. Monies for these signs would have to be MCPS-funded and Senator Shore had encouraged this. Dr. Vance explained that a recommendation would be made to the Council on Substance Abuse that they request from the state legislature funding for these signs. Apparently the signs are not that expensive; however, the posts supporting the signs are rather costly. Dr. Vance said that he would keep the Board apprised of this situation. Mr. Ewing said there was interest on the part of the Metropolitan Washington Council of Governments in trying to make the signs consistent throughout the Washington metropolitan area. There will be a series of recommendations made on what local school systems ought to be doing as well as recommendations from the President after Labor Day.

4. Dr. Pitt commented that eight Richard Montgomery students took the IB diploma test, with six of them receiving the diploma after only one year of testing. This is a very complex, difficult diploma to earn. The graduates are Nasima Ali, Maria Ayala, Francisco Parra, Phuongmai Nguyen, Robin Taylor and Stephanie Reiss.

RESOLUTION NO. 513-89 Re: EXECUTIVE SESSION - September 12, 1989

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

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

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on September 12, 1989, at 9 a.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional,

statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business; and be it further

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

RESOLUTION NO. 514-89 Re: MINUTES OF JULY 24, 1989

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

RESOLVED, That the minutes of July 24, 1989, be approved.

RESOLUTION NO. 515-89 Re: AUTHORIZATION TO USE SPECIAL EDUCATION HEARING OFFICERS APPROVED BY MARYLAND STATE DEPARTMENT OF EDUCATION

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

WHEREAS, The Montgomery County Board of Education has approved a list of 10 special education hearing officers to hear appeals; and

WHEREAS, With the increase in the number of special education appeals, it has become difficult to assign officers due to their availability and other commitments; and

WHEREAS, The Maryland State Department of Education has certified a list of impartial hearing officers for use by local education agencies; now therefore be it

RESOLVED, That the Montgomery County Board of Education authorizes the use of MSDE-approved special education impartial hearing officers when those officers on the Montgomery County list are unavailable.

RESOLUTION NO. 516-89 Re: PARENTAL PERMISSION FOR A STUDENT TO DROP OUT OF A MARYLAND HIGH SCHOOL

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

RESOLVED, That the Board of Education schedule a discussion on the subject of asking the Delegation to initiate an amendment which would require written parental permission for a student to drop out of a Maryland high school and that they encourage other Boards of

Education, the Maryland Association of Boards of Education, and the State Board of Education to join them in this effort.

RESOLUTION NO. 517-89 Re: BOE APPEAL NO. 1989-13

On motion of Dr. Shoenberg seconded by Mrs. Praisner, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mrs. Praisner, and Dr. Shoenberg voting in the affirmative; Mrs. Hobbs voting in the negative; Ms. Serino abstaining. (Dr. Cronin noted for the record that although Mr. Goldensohn was absent, he did participate in the discussion of this appeal and agreed with the wording of the appeal and asked that his vote be recorded in the affirmative.):

RESOLVED, That the Board of Education adopt its Decision and Order, prepared by its legal counsel, in BOE Appeal No. 1989-13.

RESOLUTION NO. 518-89 Re: BOE APPEAL NO. 1989-24

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

RESOLVED, That the Board of Education adopt its Decision and Order, prepared by its legal counsel, in BOE Appeal No. 1989-24.

RESOLUTION NO. 519-89 Re: BOE APPEAL No. 1989-25

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

RESOLVED, That the Board of Education adopt its Decision and Order, prepared by its legal counsel, in BOE Appeal No. 1989-25.

RESOLUTION NO. 520-89 Re: BOE APPEAL No. 1989-23

On motion of Dr. Shoenberg seconded by Mrs. Praisner, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mrs. Praisner, Ms. Serino, and Dr. Shoenberg voting in the affirmative; Mr. Ewing and Mrs. Hobbs voting in the negative. (Mr. Goldensohn did not participate in this discussion.):

RESOLVED, That the Board of Education adjudicate BOE Appeal No. 1989-23 with the Decision and Order from legal counsel to follow.

Re: NEW BUSINESS

Mr. Ewing moved and Mrs. Hobbs seconded that the Board request the superintendent to develop for the Board's consideration options for addressing the issues raised by weighted enrollment/class size

proposals and that the Board schedule time to discuss and act on these options.

Re: STUDENT BOARD MEMBER VOTE

Ms. Serino moved and Mrs. Praisner seconded the following:

RESOLVED, that the Board secretary be instructed to highlight items on the Board agenda where the Student Board Member vote does not count.

RESOLUTION NO. 521-89 Re: AN AMENDMENT TO THE PROPOSED RESOLUTION ON THE STUDENT BOARD MEMBER VOTE

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

RESOLVED, That the proposed resolution on the student Board member vote be amended to add the following:  
and be it further

RESOLVED, That the Board secretary indicate for all consent items the kind of action that each individual item is, i.e., a short vote or a full vote.

RESOLUTION NO. 522-89 Re: STUDENT BOARD MEMBER VOTE

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

RESOLVED, That the Board secretary be instructed to highlight items on the Board agenda where the student Board member vote does not count; and be it further

RESOLVED, That the Board secretary indicate for all consent items the kind of action that each individual item is, i.e., a short vote or a full vote.

Re: NEW BUSINESS (continued)

Mr. Ewing moved and Mrs. Hobbs seconded that the Board schedule a time to review and consider changes to the policies with regard to the operations of the National Honor Society in MCPS.

Re: ITEMS OF INFORMATION

Board members received the following item of information:

Construction Progress Report

Re: ADJOURNMENT

The president adjourned the meeting at 11:35 p.m.

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PRESIDENT

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SECRETARY

HP:nwd