

NUMBER: 24-1990
STATUS: APPROVED
PLACE: ROCKVILLE, MARYLAND
DATE: MAY 8, 1990
TEXT:

WHEREAS, School food service personnel deserve to be recognized for their dedication and continuing commitment to feeding students and offering a variety of nutrition services to the community; now therefore be it

RESOLVED, That the Board of Education does hereby proclaim Wednesday, May 9, 1990, to be the fifth Annual Salute to School Food Service Personnel Day in Montgomery County Public Schools; and be it further

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

Re: FOOD SERVICE HONOREES

Board members honored the following employees:

1. Gertrude McAbee, Cafeteria Worker II, Piney Branch ES
2. Rosemarie Arndt, Food Service Satellite Worker, Georgian Forest ES
3. Blanche Rippeon, Food Service Satellite Worker, Poolesville ES
4. Lois Blodgett, Cafeteria Manager, B-CC HS
5. Jan Kenly, Quality Control Assistant, Division of Food Services
6. Patricia Sappe, Cafeteria Manager, Einstein HS
7. Mary Dorsey, Cafeteria Worker I, Sherwood ES
8. Polly Weddle, Food Service Satellite Worker, Edward U. Taylor Learning Center

Re: GOAL SETTING FOR MCPS

Dr. Shoenberg stated that this was the first of their discussions that would extend over the next three months. He suggested they take a few minutes to talk about the second group of issues to be covered in June. The next group was the issue of the extent of services to students which was a major issue for Board members and not quite so major for staff. This had to do with the whole matter of how much of the problems of school-aged children not specifically schooling issues that the school system ought to deal with and how they could best coordinate those concerns with other agencies such as Family Services, Health, Criminal Justice, Juvenile Services, etc. This matter had received considerable attention across the country and specifically in Montgomery County. During his presidency, Dr. Cronin had spent a good bit of time focusing on this matter. There was some material that the Annie Casey Foundation had put together on this issue, and he would provide some of this to Dr. Kenneth Muir, supervisor of management and planning.

Dr. Cronin said that what had prompted his concern was the recognition that a child did not come to school in a vacuum. The child brought family situations and socioeconomic problems to the

school. There was a whole variety of county services that MCPS ought to be part of, and a far better network of communication needed to be established. This extended to budget issues and how they could best take advantage of the community money which was being put into the county budget as well as funds in the MCPS budget. He was looking at it as a communication issue first and then as a way to help children in school so that MCPS attentions could best be put into educating them rather than providing social services.

*Mrs. DiFonzo joined the meeting at this point.

Dr. Muir reported that there was an article in the most recent issue of GOVERNING which dealt with this issue and talked about the New Jersey Plan and the Casey Foundation in Savannah. He would provide this in the next Board packet.

Mr. Ewing said it was important for them to think about this in terms of varying models by which the issue could be addressed. There was the model of improved coordination, but there was another model which seemed to him to be more attractive and practical as far as meeting the needs of students. This was a model that could be drawn from Head Start where there was a recognition on the part of the provider of the program that student needs would be best met if they were met comprehensively in one place. Head Start addressed the need to get parents directly involved and made that a commitment on the part of the parents who enrolled their children in Head Start. They had a nutrition component and educating parents about what appropriate nutrition was. They had social services and health care components. They ensured that students had access to the services they needed through the program. They knew that this model had had a great impact because as children went through the school system the evaluations of Head Start showed that children who participated in that had far fewer incidence of social problems and far more academic success as well. The other major finding was that there wasn't sufficient follow through on the part of the community and the school system to make available to children who need it the services that Head Start provided. This second conclusion suggested to him that there was a model that involved the school system much more directly and much more comprehensively in the provision of those services. By that, he meant making them available as a part of a comprehensive program of services to children through elementary school rather than the school system's providing these services. He hoped that they could pursue this in their discussion.

Dr. Shoenberg commented that there was that whole case management model and issues of what the lead agency might be and what kinds of governmental structures contributed to that. Dr. Vance said

that the article, "New Strategies to Save Children in Trouble," that Dr. Muir had mentioned, stated that the easiest part was getting agencies to collaborate. The difficult part was making whatever they did better and more efficient. The article cited the cycle of youngsters being disadvantaged and remaining so in spite of services. The service was not effective until they had broken that cycle of disadvantage. He was supporting making an effort to extend what Mr. Ewing had said.

Dr. Cronin recalled that last year he had started on the governmental level at the county, but this went beyond that to the idea of day care providers and the possibility of having child care in the schools coordinated with the school system. Another element was the latchkey children effort made by the ICB.

Part of this was a search for funding by the ICB which the school system might cooperate in. COMUNIDAD was working on adult literacy which affected the cycle for children. If parents became proficient in English, their ability to use services became better. As they address the whole child, they would go beyond just government and out into the community.

Dr. Shoenberg said that there were two other questions to consider. The first was the educational question of program differentiation and whether less tracking and more heterogeneous classrooms were more or less educationally advantageous for the various groups affected. The second had to do with the relation between differentiation of programs and integration of schools and the degree to which program differentiation contributed to segregation. There was substantial literature on the latter. He said there was the question of the absolute educational effects of the children involved of program differentiation and the relationship between program differentiation and segregation. He thought they needed to look at both issues.

Dr. Cronin commented that program differentiation itself might neither be good nor bad. He said that a piece of this was what they thought students should know. They had heard that students should get back to basics, reading, writing, and mathematics. They could accomplish that by differentiated programs or by single programs. They could accomplish that by Sizer or by any number of ways. He thought that the key issue was how they got to what they thought students ought to know and how through discussions with principals they then decided how each school should be able to go about getting where students needed to go.

Dr. Shoenberg thought it was more than that. He thought it was whether in fact children with certain kinds of handicaps learned better in homogeneous or heterogeneous settings or whether gifted and talented students were slowed by heterogeneous groupings or could move ahead just as rapidly.

Mr. Ewing noted that Bruno Bettelheim had just died, and when he heard him in Chicago, Bettelheim had talked about how important it was to have a school that included all kinds of students and that elected to allow the more able students to coach and teach those who were less able. This was beneficial for both the coaches and the learners. Mr. Ewing asked whether any of Bettelheim's lectures on education had been put in writing and could be made available to the Board.

Dr. Shoenberg suggested that they turn to today's discussion. They had received a substantial packet of materials and suggestions from Board members as to things they want to look at. Now was the time for an expression of opinion on the part of Board members and staff. This was a discussion on the extent of the curriculum, definition and assessment of outcomes, and involvement with business and industry.

Mr. Ewing thought that the materials were very good and diverse. He was particularly pleased to see the items from Mortimer Adler who had much to tell them about what they ought to be doing as an educational enterprise. Adler had talked about three kinds of teaching and three kinds of results. They needed to have didactic kinds of teaching going on in order to make sure that students had the information they were expected to have when they completed school. Secondly, there was an effort to teach students skills so that they would become efficient and effective leaders. Finally, there was the notion of a kind of Socratic experience where students were taught to ask questions and to question what they were told. MCPS did all of those things in the classroom in varying degrees, but MCPS had placed heavy emphasis on the business of information dispensing because of the focus on standardized tests. He thought they had done less with the other kinds of instruction than perhaps they should. He was particularly interested in the business of making sure that as they were teaching students content that they did so in a way that was more than a focus on what it took to provide students with information needed to score well on standardized tests.

Mr. Ewing said that for these reasons they needed to focus on spelling out what it was they thought all students should know when they graduated from high school. They did this in their GOALS OF EDUCATION but only in terms of broad areas of knowledge and only in terms of skills. They did not have a focus on specific kinds of knowledge that students ought to have. They talked about course work and skills, but they did not talk about what students should know. He wished that they would do that. They might never be able to reach agreement, but it was the pursuit of that which was important.

In regard to the Socratic dialogue, Mr. Ewing reported that a few years back he had visited an elementary school in the District of Columbia where the idea method was used. He saw a 10-year old student defending an unpopular position in front of the entire class. The student displayed confidence, intelligence, and the ability to discriminate between arguments that were wrong and those that were weak. He did not know how much of that was being done in MCPS, but it seemed to him this was what critics were calling for when they said that students needed to learn how to think. He wished they would pay some attention to the people talking about that and the importance of a body of knowledge that students ought to have. For this reason, he suggested Board members might want to look at Bloom's CLOSING THE AMERICAN MIND and Hirsch's concept of a body of knowledge that was the cultural heritage of this society.

Dr. Cronin said that Mr. Ewing was right, but if they did not want people teaching to a test, what it was saying was the test very often determined what was taught. It might be if they changed the test they might accomplish some of the things that Mr. Ewing had talked about. If part of an assessment measure was a discussion to be given at the end of the semester on a particular issue in Grade 4, Mr. Ewing's goal could be accomplished. In the course of a semester students would have to get up in front of a class, discuss, etc. He suggested that perhaps the measures needed to be changed. If they changed the test, they could force the curriculum.

Dr. Pitt commented that the national debate was very confused. On one hand they had educators talking about the body of knowledge that students ought to know. He agreed this was a critical question. The second was how they did that and how they measured it. This was where there was a great deal of debate. Some states were now focusing in on more and more of the assessment. For instance, they could argue that the CAT test measured very little and was very simplistic. However, if students did not score well, they got upset about it. This summer they taught students in a discovery way and in a cooperative learning way. At the end of the summer, the students did quite well on the CAT. The point he was making was that they had emphasized test scores a great deal, but in doing so they had tried to recognize that the teaching process and the learning process went well beyond what they had been able to assess. He hoped they would be able to focus in on the kinds of creative teaching that had been discussed. This was different from saying that they had a body of knowledge they expected all students to know by the time they finished high school.

Dr. Pitt reported that they were using a variety of approaches to teaching, and he felt that over the last few years they had been

doing a better job. The emphasis on test scores and short answer tests did not help that any. A second critical area was how they trained teachers to do the kind of teaching they wanted. They had to look at the basic approaches that people ought to use in the classroom. He thought that some of the assessment measures being used were better and did tend to measure a wider range of knowledge. For example, they had just received the test results on the state writing test which measured some skills beyond short answers and did look at the ability to reason. The MCPS scores were way up, which showed that in the area of writing skills they had improved significantly. However, this did not get to the basic question of what body of knowledge they wanted people to learn and what values ought to be taught.

Dr. Shoenberg remarked that he tended to be fairly uncomfortable with the Hirsch argument because it kept coming back to his list.

He thought it was very hard to deal with knowledge in that way.

He wanted to find a way in which they could define the concept of what students needed to know and some kind of meaningful way they could work with it in the classroom in ways they thought were intellectually responsible. However, they had to decide whether it was a western culture they wanted to teach, an American culture, or a trans-national culture. He asked if they were going to try to create world citizens in their students. If so, they were not doing a real good job of it. He thought they all needed to know more about other cultures.

In regard to the issue of testing, Dr. Shoenberg said they had to think about how they assessed what students could do. That raised the issue of how they organized and delivered education. For example, if they wanted to have debates in which every child would participate or foster a spirit of inquiry, this was hard to do with the way they were organized to teach. He pointed out the amount of grading that a teacher had to do if he or she assigned a paper to all of his or her students. In the middle schools and high schools, a teacher might be in contact with 120 to 150 students. He thought they had to find some ways for teachers to be responsible for fewer students. Other than decreasing class size, they could have the teacher have the same students for a longer period of time. This got into the issue of how they scheduled the school day.

Dr. Shoenberg indicated that another issue was the task force to look at the ways in which they assessed students. He thought they had to stop talking about it and do something different about it. He agreed that they needed to have some sense of what they expected students to demonstrate when they graduated from high school. He was interested in what they ought to be able to do and the ways in which they could assess that systematically.

Dr. Pitt stated that there was very little disagreement that all students ought to know how to write clearly and read. They should understand basic math and scientific concepts. He thought they could measure that to some extent. He worried that they might get so tied up in measuring every aspect of learning that they would get to the point where they would tie themselves up. He agreed that they needed to assess, but at some point they had to give some flexibility to that local school and teacher in terms of assessment.

Dr. Shoenberg explained that he was not talking about standardized ways. He said there was an article by the chairman of the Department of Education at Brown University in the CHRONICLE OF HIGHER EDUCATION. The article was about what colleges could do for high schools as part of the school and university collaboration movement. He quoted, "the greatest gift that we can give to high schools is to help them foster in their students the spirit of inquiry that blesses American higher education at its best. The conditions that promote this spirit most effectively are more often found on college campuses than in high schools today. This is unfortunate because the learning needs of high school students are essentially the same as those of college students." Dr. Shoenberg did not know the degree to which they asked students continuously through their school careers to inquire into something. He knew they had a research paper that was required in eleventh grade. He asked whether students who were part of the WOC have assignments where they went out and inquired into something about the jobs that they were doing and make a report on that. He asked how often they had students do that kind of inquiring as individuals and as groups.

Dr. Pitt replied that their curriculum did a lot of that, but he agreed they ought to do more of that. His concern was that the state was obsessed with the assessment part of the process. He did not argue that they needed to assess what they were doing. He pointed out that some colleges did a good job of teaching students and others did not, but the bottom line was that they did not spend a lot of time on assessment.

Dr. Joy Frechtling, director of the Department of Educational Accountability, reported that the task force looking at assessment was active. Because of MCPS concerns and the state effort, they had been putting a lot of time into trying to look at and understand what the options were. They had heard a lot of blanket negative statements about the kind of testing that had gone on with standardized multiple choice norm-referenced tests. They were also hearing a lot of blanket statements about what alternatives such as performance assessment and profiles had to offer. They were trying to educate themselves so that they could

talk to the Board about this.

Dr. Cronin said they had talked about "what should students know." The "know" part of it implied fact recitation. The other question was "what did students learn." What students knew was different from what students learned. Learning was a process rather than an accumulation of information. He recalled that at one time they had looked down on year-end activities; however, they could put something together in a portfolio that assessed the process of education. Then they could say that students had some fact information that they must use in process, but he thought that both issues had to be talked about. They had to talk about what students knew and how they went about learning.

Dr. Hiawatha Fountain, associate superintendent for special education, commented that they should think about what students "knew how to." For example, students should know how to read, how to compute, how to analyze, and how to get into meaningful debate. The application of the "how to's" became the educated person.

Mr. Ewing disagreed. He said that for the last 40 years public education had focused on "how to" and had not raised the question of "why do we teach this." For example, did every student need to master algebra? He would answer in the affirmative, but the school system had never said this. There was a concept in Hirsch's list that needed to be emphasized. There was a body of knowledge which adults needed in order to function effectively in this society. It was more than skills. It was in addition to skills. While it was important to be able to measure, their trouble with measurement of student performance was that they were able to measure student performance at minimal competency levels. Their difficulty of measuring at levels beyond that was associated with the fact that they had not specified what it was that they expected students to have mastered except in individual courses. They could do the minimum testing because they had minimum standards, but they ought to be looking for maximum testing as well.

Mr. Ewing said he was delighted with Reo Christenson's piece about moral education. Christenson stated that the most important thing about any society was the kind of people it produced. He said that if schools ignored transmitting the best of our moral and ethical heritage to the young, they were failing. Mr. Ewing believed this very strongly. He was not sure MCPS was failing, but he was not sure they were paying a lot of attention to that issue.

Dr. Pitt said he would disagree with Mr. Ewing a little bit. He thought they did have a curriculum which was basic to the school

system. They said a student had to have four years of English, and in those four years there were some basic things they expected students to learn. These were not all skills. In the social science area, there were some basic issues they expected students to learn. These included concepts, knowledge and skills. He indicated that he would like to say that all students should study algebra. He thought that their basic elementary mathematics program moved toward this because they were learning algebra in the elementary school. He said their curriculum did focus on an indepth kind of structure that went well beyond skills. The issue was whether that should be refined more and were there some basic concepts that everyone ought to know. Another issue was whether there was too much diversification in what they were doing. They did have a core curriculum with goals, outcomes, and teaching strategies which included inquiry and problem-solving. He explained that the state was probably going to test on basic, not minimum, standards. They would measure more than one level. However, this did not get to the point of how much focus should they give and how concentrated should the point be.

Mr. Goldensohn noted that the Board had received a packet of reading material. Some of the studies dating from 1974 and 1978 contained recommendations which were true today. For example, they raised the point about getting to the Head Start eligible children of three and four and coordinating activities with other government agencies and the school system. On the one hand, he was pleased that the committees were correct. On the other hand, he was frustrated that what they pointed out 12 and 16 years ago had not been corrected. They were making progress but did not have it under control.

In regard to what a graduate should know, Mr. Goldensohn thought a student should be able to express him or herself intelligently either orally or through written means. This implied a base of knowledge to work from and the ability to think, listen, absorb, synthesize, draw a conclusion, and the ability to react to the society that was changing faster than any prior society. What happened in the next 10 years would overshadow what had happened in the previous 50. Children had to be able to react to the speed of change. They had been oriented towards Western culture since the beginning of America, and students had to learn about the intricacies of the Japanese culture, business ethics, and economics. They had to understand the intricacies of African cultures. Children had to react to what it meant to see the communist form of government going into a demise.

Mr. Goldensohn commented that the discussion had been on a very high level of science, society, and human culture. They had to think about the everyday citizen who was not going to think about

communism or Japanese culture. These people thought about taking care of their families and working on a job. He thought that the broad range of what they tried to do in MCPS was going to get bigger. The earlier reports spoke to the potential break-up of families. He did not know if a Board and a group of administrators could get to the answers. They might be able to fine tune the goals of education and the priorities, but he thought it would boil down to letting the administration and the teachers pick up the pieces and put this into practice in the classroom. They might look at smaller classes or changing more to a college format.

Mrs. DiFonzo said that Dr. Pitt had been talking about test scores. She had read a monograph on the whole issue of the Lake Wobegone effect. When one looked at what they were going to teach youngsters or what they believed youngsters should know or learn or be able to do or use, there was a body of people out there who wanted to be able to put all of that into a neat little package. They wanted to be able to quantify this because they wanted to be able to compare School A to School B, County A to County B, and State A to State B. When they looked at the Lake Wobegone effect and standardized test scores across the country, they found there was not a state in the union whose average test scores were below the national average. This made Boards of Education and superintendents happy. However, there were a lot of places where people were not happy with "average" because no one wanted to be average. Chuck Jackson had made the comment in a presentation that "someone in this room was going to achieve at the bottom of the barrel." No one wanted to admit that.

Mrs. DiFonzo stated that they talked about whether they were going to go with the California test or the Iowa test or this or that test. The bottom line was that the standardized tests which they were required to give youngsters drove the curriculum. It drove the curriculum because it gave parents the answers that they wanted. The answer they wanted was that all of their youngsters were above average. She thought it was unfortunate that parents did not as a matter of course ask their children what they learned today. Most parents asked their children how they did on a test. This said to her that as a group of policy makers they could either focus on what they wanted youngsters to know, learn, and be capable of doing and not let standardized test scores drive them or educate the public to a different way of thinking.

Ms. Serino remarked that she had developed a shopping list as to what she was pleased she had acquired in 13 years of education in the Montgomery County Public Schools. These were the things she had received from MCPS and thought every student should receive in some degree. These included foreign language, community

service, the justice system, debate and public speaking, democracy, voting, interviewing, writing, organizational skills, research, keyboarding, appreciation of differences and diversity, reading, computing math and science, listening, evaluating, sex and health education, relationships with parents and fellow students, sports, and cooperation and interaction with fellow students. She commented that if every student could learn those skills, then they would be prepared for whatever they went into.

Mrs. DiFonzo asked Ms. Serino if she had learned to learn or learned to love learning. Ms. Serino replied that she had; however, she had been motivated and had had wonderful teachers. Mr. Goldensohn added that if she had the knowledge that there was still more out there to learn and wanted to learn some of that, the process had worked.

Mrs. Hobbs commented that she considered herself an average parent. She looked at her daughter's report card and saw it as a reflection of what she had learned. If her daughter was struggling with a subject, she asked her daughter if she needed some tutoring assistance. She had played an active role in her daughter's course selection. Mrs. Hobbs said there was a certain amount of responsibility she did not feel she had to be involved with. She expected that the teachers would be supervised and would teach the objectives of each course. As an average parent, she looked at test scores, report cards, and the results of the CAT. She saw nothing wrong with that. However, there were parents in the county who did expect far more and who were far more active. That was fine, but there were parents who were not that involved. She suggested that they had to look at all parents, especially those who did not have the time to be more involved with the education of their children. There were certain expectations parents had for their children, but they had varying degrees of expectation.

Dr. Shoenberg thought the issue they were raising here was one they raised as school board members. This was what was behind the surrogates which were grades and test scores. What did those surrogates for achievement mean? If a student received a B, according to what standards and what objectives for the course? He agreed that teachers needed to teach to the objectives of the course, and he thought that they did. He said what they were looking at here was some rethinking of what those objectives ought to be and the things that were not included among the objectives. They were looking at certain ways of arriving at that surrogate which was a grade in a course. There ought to be different emphases because they meant something more than just tests in an ordinary sense. He agreed that they ought to have some confidence that the grade stood for something that was meaningful. The curriculum and the objectives against which

students were graded were meaningful. He thought there were some shifts in meaning that they were looking for, and he thought there were some kinds of activity that they wished made a larger contribution to that grade than they seemed to in general. This was the question they were raising as school board members.

Dr. Cronin commented that while they were a Board of Education, they did not have the complete wisdom by which to structure an entire school system for over 100,000 students. He thought Alison's list was marvelous, but he thought they would get different lists from previous student Board members. Each of them would come at it from a different viewpoint and would have learned different things. A discussion with a random sampling of parents would produce different lists. He had attended a high school where students had no voice in course selection. The entire curriculum was spelled out for them. He had a problem with saying that every student had to take algebra because this was an elitist view that said algebra was the most important course. He might select physics or chemistry or biology or foreign language or art or music. He was not sure how he would come down on saying there must be certain courses or there must be certain outcomes.

Re: EXECUTIVE SESSION

Board members had lunch at the Shady Grove Food Services facility. **Mrs. Praisner joined the Board at lunch time. Board members held an executive session from 1:30 to 2:35 p.m. to discuss site items, legal issues, and appeals.

Re: PUBLIC COMMENTS

Mr. Michael Stirr, Banner Metals, appeared before the Board.

Re: APPROVAL OF THE STUDENT COMMUNITY SERVICE COURSE

Dr. Cronin moved and Ms. Serino seconded the following:

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, Article 77, 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 which 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, The Council on Instruction charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the STUDENT COMMUNITY SERVICE COURSE; and

WHEREAS, The superintendent recommends that the Board approve this Student Community Service course; now therefore be it

RESOLVED, That the Board of Education approve the STUDENT COMMUNITY SERVICE COURSE, presented to the Board of Education on April 17, 1990, for inclusion in the MCPS Career Education section of the PROGRAM OF STUDIES effective September 1990.

Re: A MOTION BY MRS. DiFONZO ON THE
STUDENT COMMUNITY SERVICE COURSE

Mrs. DiFonzo moved and Mrs. Praisner seconded that the proposed resolution on the Student Community Service Course be amended to include an additional WHEREAS that the course not fulfill the practical arts requirement.

Dr. Pitt suggested separating the vote and approving the course. They could return to the practical arts issue at a future time.

Mrs. DiFonzo and Mrs. Praisner agreed that the motion would be separated from the approval of the course.

RESOLUTION NO. 289-90 Re: APPROVAL OF THE STUDENT COMMUNITY
SERVICE COURSE

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Ms. Serino, 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, Article 77, 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

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 development; and

WHEREAS, Federal legislation, P.L. 94-142, the Education of All Handicapped Children Act, and the CODE OF MARYLAND REGULATIONS 13A.05.01, mandate a free and appropriate education, in the least restrictive environment for students with handicaps from birth to age 21; and

WHEREAS, The Council on Instruction, charged by the superintendent with considering recommendations for curriculum change, has recommended approval of the Special Education: Fundamental Life Skills Section of the PROGRAM OF STUDIES; now therefore be it

RESOLVED, That the Board of Education approve the Special Education: Fundamental Life Skills Section of the PROGRAM OF STUDIES, presented to the Board of Education on April 17, 1990, for inclusion in the MCPS PROGRAM OF STUDIES for students with mild to moderate retardation.

RESOLUTION NO. 293-90 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

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

104-90	Printing Supplies	
	AWARDEES	
	Arcal Chemicals, Inc.	\$ 1,901*
	John H. Burke & Company, Inc.	41
	Graphic Systems, Inc.	5,227
	Meeks Printing Supply Company, Inc.	1,503
	Patton Printing Supplies, Inc.	10,040
	Harold M. Pitman Company, Inc.	10,235
	E. H. Walker Supply Company	12,107

	TOTAL	\$ 41,054

121-90	Printing Adult Education Course Bulletin AWARDEE Comprint, Inc.	\$ 66,133
140-90	Continuous Form Stock Tab AWARDEE OEI Business Forms	\$ 44,533
	TOTAL OVER \$25,000	\$151,720

*Denotes MFD vendors

RESOLUTION NO. 294-90 Re: COMPUTER CARTS

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

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

RESOLVED, That having been duly advertised, it is in the public interest that the following contract be awarded to the lowest responsive bidder meeting specifications as shown for the bid as follows:

138-90	Computer Carts AWARDEE Banner Metals, Inc.	\$85,080
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RESOLUTION NO. 295-90 Re: CHANGE ORDER FOR SHERWOOD HIGH SCHOOL

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

WHEREAS, Poor soil must be replaced with acceptable fill dirt as part of the Sherwood High School modernization project; and

WHEREAS, A proposal to complete this work has been reviewed by the project architect and recommended for acceptance; now therefore be it

RESOLVED, That a \$39,600 change order to the contract with Dustin Construction Company, Inc., for the Sherwood High School modernization project be approved to remove and replace poor soil.

RESOLUTION NO. 296-90 Re: REDUCTION OF RETAINAGE - HOPKINS ROAD ELEMENTARY SCHOOL

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

WHEREAS, Kimmel & Kimmel, Inc., general contractor for Hopkins Road Elementary School, has completed 80 percent of all specified requirements, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, The Aetna Casualty & Surety Company, has consented to this reduction; and

WHEREAS, The project architect, Thomas Clark Associates, recommended this request for reduction be approved; now therefore be it

RESOLVED, That the 10 percent retainage withheld from periodic payments to Kimmel & Kimmel, Inc., general contractor for Hopkins Road Elementary School, be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 297-90 Re: ADDITION/MODERNIZATION - VIERS MILL
ELEMENTARY SCHOOL

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

WHEREAS, On May 3, 1990, the following bids were received for the addition/modernization at Viers Mill Elementary School:

BIDDER	BID AMOUNT
1. Columbia Construction Company, Inc.	\$5,197,000
2. Dustin Construction, Inc.	5,382,000
3. Hess Construction Company	5,426,000
4. Kimmel & Kimmel, Inc.	5,527,000
5. The Gassman Corp.	5,568,000
6. Henley Construction Co., Inc.	5,576,611
7. Merando, Inc.	5,719,170

and

WHEREAS, The low bid is below the staff estimate of \$5,400,000; and

WHEREAS, Columbia Construction Company, Inc., has satisfactorily completed numerous capital projects for Montgomery County Public Schools; now therefore be it

RESOLVED, That a contract be awarded to Columbia Construction Company, Inc., in the amount of \$5,197,000 for the addition/modernization to the Viers Mill Elementary School in accordance with plans and specifications prepared by Celentano, Esposito & Associates, Inc., Architect.

funds are available to award the contracts; now therefore be it
RESOLVED, That contracts be awarded to the low bidder for the
projects and amounts listed below:

PROJECT	AMOUNT
Emergency Generators	
Parkland Middle School	
LOW BIDDER: Bethesda Armature Co., Inc.	\$26,000
Kennedy and Wootton high schools	
LOW BIDDER: Kelley Electrical Construction, Inc.	52,590
South Lake Elementary School	
LOW BIDDER: Energy LTD.	21,880

RESOLUTION NO. 300-90 Re: GRANT OF STORM DRAIN EASEMENT TO
MONTGOMERY COUNTY GOVERNMENT AT
BRIGGS CHANEY MIDDLE SCHOOL SITE

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

WHEREAS, The Montgomery County Government has requested a grant
of storm drain easement and right-of-way at the Briggs Chaney
Middle School site, located at 1901 Rainbow Drive in
Spencerville, Maryland; and

WHEREAS, The proposed easement will require a public dedication
of 30,265 square feet of land or 0.6948 acre from the property of
the Board of Education; and

WHEREAS, The proposed easement will benefit both the school and
community by providing storm drain facilities; and

WHEREAS, The proposed storm drain improvement will not affect any
land anticipated to be utilized for school programming and
recreational activities; and

WHEREAS, All construction and restoration will be performed by
Montgomery County Public Schools in connection with the
construction of the school, with all future maintenance and
liability to be undertaken by the Montgomery County Government;
now therefore be it

RESOLVED, That the president and secretary be authorized to
execute a grant of storm drain easement and right-of-way at the
Briggs Chaney Middle School site.

RESOLUTION NO. 301-90 Re: GRANT OF STORM WATER MANAGEMENT
EASEMENT TO THE CITY OF ROCKVILLE
AT BEALL ELEMENTARY SCHOOL

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

WHEREAS, The city of Rockville has requested a grant of storm water management easement in connection with a storm water management inspection and maintenance agreement at Beall Elementary School, located at 451 Beall Avenue within the city limits; and

WHEREAS, The proposed easement will provide rights to the city for inspection and maintenance of an underground storm water inlet to be located within the parking lot of the school; and

WHEREAS, The proposed storm drain improvement will not affect any land anticipated to be utilized for school programming and recreational activities; and

WHEREAS, All construction will be undertaken by the Board of Education in connection with the modernization of the school, with the city being granted the right to inspect and maintain; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a Storm Water Management Easement at the Beall Elementary School.

RESOLUTION NO. 302-90 Re: AREA 1 ADMINISTRATIVE OFFICE

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

WHEREAS, There is a need to provide housing for the proposed Area 1 Administrative Office; and

WHEREAS, Staff has developed a plan with the French International School, the current tenant at the former Grosvenor Elementary School, to occupy the Rollingwood facility in exchange for appropriate office space in a commercial building at One Central Plaza, North Bethesda; and

WHEREAS, The One Central Plaza space is suitably located to serve the Area 1 schools and will require less capital and operating expenditures than using the Rollingwood facility for an area office; now therefore be it

RESOLVED, That the president and secretary be authorized to enter into a five-year agreement, with renewal options, for space for the proposed Area 1 Administrative Office at One Central Plaza,

North Bethesda, Maryland.

RESOLUTION NO. 303-90 Re: PERSONNEL MONTHLY 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. 304-90 Re: PERSONNEL REASSIGNMENTS

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 personnel reassignments be approved:

NAME	FROM	TO
Casey Przybocki	Classroom Teacher Gaithersburg IS	Instructional Asst. Location to be determined; will maintain salary status; to retire 7-1-91
Janice Thomas	Spec. Ed. Teacher On Personal Illness Leave	Media Asst. Rosemary Hills ES Will maintain salary status; to retire 10-1-91
Susan Wilhere	Classroom Teacher Olney Elementary	Instructional Asst. Location to be determined; will maintain salary status; to retire 1-1-91

RESOLUTION NO. 305-90 Re: DEATH OF MR. LEROY JONES, JR.,
PLANT EQUIPMENT OPERATOR I AT EARLE
B. WOOD MIDDLE 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 April 30, 1990, of Mr. Leroy Jones, Jr., a plant equipment operator at Earle B. Wood Middle School, has deeply saddened the staff and members of the Board of Education;

and

WHEREAS, Mr. Jones had been an employee with Montgomery County Public Schools for 28 years, and he was, for over 25 years, a dedicated staff member at Earle B. Wood Middle School; and

WHEREAS, Mr. Jones' loyalty, friendliness and concern for students, staff and community helped to create the family atmosphere surrounding his school; now therefore be it

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

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

RESOLUTION NO. 306-90 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Donald Kress	Principal Banneker MS	Principal Springbrook HS Effective: 7-1-90

RESOLUTION NO. 307-90 Re: PERSONNEL APPOINTMENT

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 be approved:

APPOINTMENT	PRESENT POSITION	AS
H. Benjamin Marlin	Principal Gaithersburg IS	Principal Gaithersburg HS Effective: 7-1-90

RESOLUTION NO. 308-90 Re: PERSONNEL APPOINTMENT

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, Mrs. Praisner, Ms. Serino, and Dr. Shoenberg voting in the affirmative; Mrs. Hobbs abstaining:

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
William Alexander	Principal Kent Co. Public Schools Chestertown, MD	Principal Candlewood ES Effective: 7-1-90

RESOLUTION NO. 309-89 Re: PERSONNEL TRANSFERS

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 personnel transfers be approved:

TRANSFER	FROM	TO
Stephanie Jackson	Principal Wheaton Woods ES	Principal Chevy Chase ES Effective: 7-1-90
William Porton	Principal Bradley Hills ES	Principal Flower Valley ES Effective: 7-1-90
Ann R. Mathias	Principal on Leave	Principal Rolling Terrace ES Effective: 7-1-90

RESOLUTION NO. 310-90 Re: PRESENTATION OF PRELIMINARY PLANS -
SPRINGBROOK HIGH SCHOOL

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

WHEREAS, The architect for the modernization of Springbrook High School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Springbrook High School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for Springbrook High School modernization developed by Eugene A. Delmar, Architect.

RESOLUTION NO. 311-90 Re: PRESENTATION OF PRELIMINARY PLANS -
FAIRLAND ELEMENTARY SCHOOL

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

WHEREAS, The architect for the replacement of Fairland Elementary School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Fairland Elementary School Advisory Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the Fairland Elementary School replacement, developed by Grimm & Parker, Architects.

RESOLUTION NO. 312-90 Re: POLICY ON THE USE AND APPLICATION
OF MODULAR CONSTRUCTION IN SCHOOL
FACILITIES

On recommendation of the superintendent and on motion of Mr. Ewing seconded by Mr. Goldensohn, the following resolution was adopted with Mr. Ewing, Mr. Goldensohn, Mrs. Hobbs, Mrs. Praisner*, Ms. Serino, and Dr. Shoenberg voting in the affirmative; Dr. Cronin and Mrs. DiFonzo being temporarily absent:

* Mrs. Praisner voted for this because it was important to have guidelines, but she did not think this was a policy.

WHEREAS, There is a need to establish a policy to guide staff and communities in the appropriate use of modular construction in school facilities; now therefore be it

RESOLVED, That the Board of Education approve the following policy FBC: MODULAR CONSTRUCTION IN SCHOOL FACILITIES, on the use and application of modular construction for new and existing schools:

MODULAR CONSTRUCTION IN SCHOOL FACILITIES

A. PURPOSE

To establish guidelines on the use and application of modular construction for new and existing schools

B. PROCESS AND CONTENT

1. MODULAR CONSTRUCTION is a term generally applied to a building or portion of a building that is built by units to standard dimensions. The units typically are assembled off-site in a closed building and transported to a designated site. They are outfitted with self-contained mechanical, electrical, and structural systems.
2. Modular construction decisions will be made on an individual project basis by the Board as a part of review and action on the Capital Improvements Program.
3. All proposals for modular construction will include an assessment of the following:
 - a) Initial capital outlay, annual operating, relocation, and restoration expenses
 - b) Proximity of existing and proposed schools
 - c) Assessment of the length of time the unit likely will be needed, based on projected enrollments
 - d) Neighborhood characteristics that have potential to significantly alter school enrollments

C. REVIEW AND REPORTING

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

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

"The Board began to utilize modular construction in the interest of avoiding two things: one, the general unsightliness of other modes of adding to schools other than firm, fixed construction, namely portables and the awkwardness of those in many cases, and secondly and more importantly, for the purpose of providing flexibility to the school system in adding to and subtracting from existing buildings so that one could minimize the necessity for as frequent boundary changes and school closures. It seems to me while we don't necessarily have to add that to the policy as a statement of purpose, that, indeed, was the original purpose, and I would think it remains the purpose."

RESOLUTION NO. 313-90 Re: IMPLEMENTATION PLAN FOR MID LEVEL
TASK FORCE REPORT

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

WHEREAS, On March 13, 1990, the Board of Education reviewed the superintendent's response to the recommendations of the Mid Level Task Force Report, requested a timeline for implementation and asked that any policy issues contained in the report be scheduled for Board adoption; and

WHEREAS, Staff has reviewed the recommendations and found two policy issues, promotion and retention and the middle level education policy itself, which require Board review; and

WHEREAS, A committee has been formed to examine the issue of promotion and retention and will report to the Board this summer; and

WHEREAS, The policy on the Framework and Structure of Middle Level Education will be brought to the Board for its scheduled review in June 1991, at which time the Board can consider whether or not to mandate the 6-7-8 organization for the entire county as part of the policy or develop a phase-in process for accomplishing that goal; now therefore be it

RESOLVED, That the Board of Education expresses its support for the superintendent's proposed timeline to implement the recommendations of the Mid Level Task Force; and be it further

RESOLVED, That the Board awaits further recommendations from the superintendent on the issue of promotion and retention and the policy on Framework and Structure of Middle Level Education.

Re: BOARD MEMBER COMMENTS

1. Mrs. DiFonzo reported that last week she and other Board members had attended the Asian Pacific Festival. Teachers taking the H.R. 17 course were also in attendance. At the festival, youngsters discussed their experiences. She had read many similar experiences in the SILVER INTERNATIONAL which was the newspaper put out by ESOL students in the Blair cluster. It occurred to her that it might be appropriate for MCPS to give copies of SILVER INTERNATIONAL to students taking H.R. 17. She suggested that in the future that copies of that newspaper be

made available to participants in H.R. 17.

2. With regard to the monthly financial report, Mr. Ewing had an observation and a request. They had now reduced the deficit to \$600,000 which should be manageable for the rest of the fiscal year. If they had not had \$400,000 more in legal expenses than they had budgeted for, they would be in even better shape. He would like to know the nature of overruns in legal services and for what. Dr. Pitt agreed to provide that information. He thought there had to be a look at longer range solutions to this problem.

3. Ms. Serino asked whether the task force on the arts would be reviewing the practical arts credit in general. Dr. Shoenberg suggested that this might not be the right group to look at that issue.

4. Mrs. Praisner said that last week she had had the pleasure of representing the Board at the welcoming reception for the visiting Soviet high school athletes. A very successful invitational track meet had been held at Walter Johnson on Friday. She indicated that everyone involved seemed to be having a very good time and was positive about the experience both for the Soviet students and MCPS students.

5. Mrs. Praisner reported that some Board members had received a copy of a letter sent to Dr. Towers which was related to AFS students. She asked about the status of the issues regarding the access of AFS students to MCPS.

6. Mrs. Praisner said that this morning she had attended the last meeting for the school year of the Commission on School/University Cooperation at the University of Maryland. They discussed a variety of things including a report from the Maryland deputy superintendent of schools and the president of the state Board of Education on their strategic planning process and the office of school performance. This would relate to long-term goal setting for MCPS. The state appeared to be on a very rapid track, and she hoped that they would be talking very soon about Dr. Shilling's recommendations. Dr. Pitt agreed that they should do that along with the governor's recommendations. Mrs. Praisner said that in September they would be scheduling an awareness day in every public school in Maryland to discuss what was happening at the state level. She had also heard about a committee for rules and regulations relating to school performance that was to make its report by July 1. They should learn about implications for MCPS and be able to respond, react, and raise questions. Dr. Pitt reported that Dr. Towers was their liaison person with the recommendations regarding the Sondheim Commission, and Dr. Towers could provide a report in early

summer. Mrs. Praisner requested a list or grid sheet of all of the recommendations and the status of them and whether these had been acted upon. Dr. Shoenberg asked that this issue be scheduled for discussion at the July all-day meeting. Mrs. Praisner said that Board members might be interested in the NSBA Leadership Report that just came out on educational reform for the 90's, and Dr. Shoenberg asked that copies be provided for the Board.

7. Mr. Goldensohn stated that last evening he had had the pleasure of attending the Gaithersburg City Council meeting where Dr. Frank Masci, principal of Gaithersburg High School, was given an award by the City to recognize his significant contribution to the community in general.

8. Mr. Goldensohn said he had the privilege of representing the Board at the elementary school sex equity conference held in April by Dr. Dawn Thomas. The opening speaker was an administrator from Prince George's County who was a superb motivator and would be excellent to start off the Board's retreat.

9. Mr. Goldensohn indicated that in April he had represented the Board at the 2010 conference sponsored by Fairfax County Public Schools and the Fairfax County Education Foundation. This looked at the need of industry and education for the year 2010, and Dr. Kenneth Muir was in attendance. He and Dr. Muir would coordinate a report for the superintendent and Board members. The value of the conference was that so many people from industry were focusing attention on education.

10. Mr. Goldensohn reported that Stedwick Elementary School would be competing in the world's finals for Odyssey of the Mind. The school was trying to raise funds to get the team to Ames, Iowa and would appreciate receiving any contributions from PTAs, industry, and other groups.

RESOLUTION NO. 314-90 Re: EXECUTIVE SESSION - MAY 21, 1990

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Ms. Serino, 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

Ruben for his initiative in developing an innovative and unique program for the young people of Montgomery County to enable them to understand better the consequences of involvement with alcohol and other drugs with the hope that the young participants will not one day end up in court and in jail; and be it further

RESOLVED, That copies of this resolution be sent to Judge Ruben, all circuit court judges in Montgomery County, the state court administrator, and to other public officials.

RESOLUTION NO. 316-90 Re: SCHEDULING A REVIEW OF THE LOSS OF
CREDIT POLICY

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

RESOLVED, That the Board of Education schedule a review of the loss of credit policy and its implementation with a view to assessing its effectiveness as a mechanism for keeping students in class and in school as compared with other methods of achieving the same result.

Re: A MOTION BY MRS. HOBBS TO SCHEDULE
A MEETING WITH THE ETHICS PANEL
(FAILED)

A motion by Mrs. Hobbs that the Board of Education schedule a discussion with its Ethics Panel failed with Mr. Ewing, Mrs. Hobbs, and Ms. Serino voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, Mrs. Praisner, and Dr. Shoenberg abstaining.

RESOLUTION NO. 317-90 Re: CHARGE, MEMBERSHIP, AND TIMELINE
FOR THE BOARD'S TASK FORCE ON THE
GRADING AND REPORTING POLICY

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

RESOLVED, That the Board of Education adopt the following charge, membership, and timeline for its Task Force on the Grading and Reporting Policy:

CHARGE

The Task Force on Grading and Reporting will be asked to review the present policy and make recommendations for any modifications and additions it believes are needed to ensure that teachers have a sound and constructive basis for assessing and reporting student achievement and that students (and parents) receive timely progress reports. In the process, the task force will be asked to consider the most current literature and research on the purposes and processes for assessing student achievement, confer with experts in the field, staff in other school systems, and solicit input from a cross section of our students and parents.

COMPOSITION

Chairperson	1	Area Director for Educational Services
Teachers	3	(elementary, mid-level, senior high)
Counselors	2	(elementary, secondary)
Principals	3	(elementary, mid-level, senior high)
DEA Rep	1	
OIPD Reps	2	
OSAE Rep	1	
MCCPTA Reps	4	(one parent from each area)
Students	4	(one from each area)
	--	
Total	21	

TIMELINE

Action on charge, composition, timeline	May, 1990
Appointment of Task Force Members	June, 1990
Task Force Report to Supt./BOE	April, 1991
Unless extended by the Board, the charge to the Task Force would end on	June 30, 1991

RESOLUTION NO. 318-90 Re: RECOGNIZING MCPS STAFF AND STUDENT ACHIEVEMENTS

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

WHEREAS, Many MCPS employees and students accomplished outstanding achievements, and thereby deserve recognition and praise from their peers, the superintendent, the Board of Education, and the public; and

WHEREAS, On February 8, 1983, the Board of Education unanimously adopted a policy establishing the practice of recognizing

students' and employees' outstanding achievements; now therefore be it

RESOLVED, That a Recognition Evening be held on May 17, 1990, 7:30 p.m. at Cabin John Middle School; and be it further

RESOLVED, That the following list of students and employees be so recognized and honored that evening:

STUDENTS

Students from Sherwood High School who received an Outstanding Delegation award at the Eighth Model of Organization of American States include: Diane Freeman, Erik Lichter, Molly Murray, Lisa Namath, Kerry Pence, Alane Tempchin, Kirk Vashaw, Harry Yfantis, Julie Bortz, Marcia Criscio, Chris McKee, Clarke Fauver, David Howard, Scott Jackson, Alicia Jennings, and Stephen Payne. Only one other school nationally was so honored with an Outstanding Delegation award.

Alan Mingo, Jr., Dean Purvis, Ruth Thompson, and Paul Tine, Magruder High School, were all named as All-State Thespian finalists in the Maryland Thespian Society drama competition. Sven DeJong, James Hardin, Erinn Horton, Glenn Kellogg, and Karen Kuykendall, of Magruder High School, also received awards at the state level from the Maryland Thespian Society.

George Walter, Magruder High School, was named as a semi-finalist in the Congress-Bundestag Youth Exchange Program national awards competition.

Those students receiving awards at the state level in the Johns Hopkins Talent Search include: Ginger Anders and Heather Nicoll, Ridgeview Intermediate School; Kate Fleeger, Shannon Howland, Alexander Predoehl, Kristina Rickertsen, Justin Shum, and Christopher Urband, Farquhar Middle School.

Phong Nguyen, Richard Montgomery High School, received a Good Citizen award in the DAR State Scholarship competition, and was named as a finalist in the Maryland Distinguished Scholarship Program.

Shelby Baker, Hyong La, Huong Nguyen, and Ronald Perera, Richard Montgomery High School, were all named as semifinalists in the Maryland Distinguished Scholarship Program.

Gary Watson, Quince Orchard High School, won a performing arts award in the jazz improvisation soloist category, at the Chantilly Invitational Jazz Festival, a regional competition sponsored by the Jazz Society of Washington, D. C.

The following students were members of the Lakewood Elementary School Math Team that placed second in the state in the Maryland

Mathematics League competition: Emily Renuart, Ina Han, Tom Chi, Ada Han, Andrew LeRoux, Evan Benoit, and Ginger Anders. Marilyn Schuman is their teacher.

Theresa Chiueh, Churchill High School, has been accepted into the Sobel Summer Research Program at NIH. Another group of Lakewood Elementary School students were first in the state and third in the nation in the Elementary Knowledge Master Open, an academic contest. These students were: Patrick Aquino, Sonia Brenner, Andrew Brown, Quanta Brown, Cassie Bruce, Stacieann Chapman, Jan Chong, Jeremy Collins, Jose Contreras, Damon Kromer, David Damiani, Juliet Davie, Caitlin Freeh, Janet Fu, Michelle Glickman, Kurt Gluck, Matthew Guyton, Ginel Hill, Robert Juras, Corinne Locke, Taj Mahon Haft, Graham Mattingly, Lesley Ott, Matthew Price, and Christopher Rhines. Marilyn Schuman is their teacher.

Students from Gaithersburg High School who received awards at the regional level from the Future Business Leaders of America include: first place - Tina Brower (Impromptu Speaking) and Christine Cedeno (Office Procedures); second place - Taheba Byrd (Economics), and Nathaniel Magruder, Jr. (Mr. FBLA); and third place - Gabrielle Werts (Job Interview), and Mathew Cavanaugh, (Business Law).

Students from Edison Career Center who received awards at the regional level from the Future Business Leaders of America include: first place - Sylveta Brown (Business English), Eugenia Davies (Job Interview), and Amy Grow (Business Calculations); second place - George Agustin (Job Interview), Mary Jane Bacsinila (Advanced Keyboard Applications), Shannon Mangialetti (Computer Applications for Business), and Aixa Ruiz (Public Speaking); third place - Sean Murphy (Computer Applications for Business), and Juana Oliva (Office Procedures).

Students from Springbrook High School who have received awards at the Future Business Leaders of America Regional Competition include: First Place - Roy Purdie (Accounting I); Yong Ja Kim (Accounting II); Johnny Le (Business Law); Swetanshu Chaudhari (Business Math); Aditya Kulkarni (Economics); Sharron Fletcher (Information Processing Concepts); Monica Rikhi (Ms. FBLA); Kenneth Allen (Public Speaking); and Namha Tran (Shorthand I). Second Place: Cory Smith (Business English); Matilda Lee (Accounting I); and Ali Moshirfar (Computer Applications for Business). Second Place Team: Holly Johnson (Impromptu Speaking); and Meeka Jackson, Steven Brooks, Kevin Payne and Michael Weiner (Parliamentary Procedures Team). Third Place: Gina Jun (Business Calculations); and Tuan Nguyen (Computer Concepts).

Jennifer Newbury, Quince Orchard High School, received a first place award at the state competition at the Maryland Junior Science and Humanities Symposium.

Sherman Lo, Richard Montgomery High School, was named as a Century III State finalist, and a finalist in the Maryland Distinguished Scholarship Program.

Jean Shin, Paula Covarrubias, and Kristy Simmons, Walt Whitman High School, received awards in the Maryland Distinguished Scholar in the Visual Arts competition.

Walt Whitman High School students receiving awards in the Maryland Scholastic Art competition include: Belle Chen, David Hayward, Elizabeth Henry, Eunice Kang, Jeanine LeFlore, Jody Lowry, Jen Shifflet, Amy Stohlman, Patricia Wong, Markley Bavinger, Jon Corbin, Kim Crystal, David Longfellow, Rob Tyler, Noah Berlin, Mauricio Silva, Erin Smith, Brian Trimm, Tanya Shuman, Genevieve Bensinger, and Tim Owen.

Stephen Fernie and Evelyn Wang, Kennedy High School, each received awards at the regional level in the National Scholastic Art competition.

Students from the Edison Career Center, who received awards at the Maryland State Vocational Industrial Clubs of America (VICA) include Amy Earp and Kevin Abbott, who each won Silver Medals in Child Care and Extemporaneous Speech, respectively; and Roger Coelho and Jesus Nava each received Bronze Medals in Computer Assisted Drafting and Graphic Communications, respectively.

Minh Vo, Walter Johnson High School, was named as Champion in the 1990 Harvard Lincoln-Douglas Debate competition.

Louis Tucker, Walter Johnson High School, received an award at the national level in the United States Swimming Academic All American competition.

Peter Liu, Won Rhee, and Michael Ukstins, Paint Branch High School, received the First Place, Best of Festival award in the Computer Graphics, 9-12 category at the National Film Festival. Their advisor was Rachel Rankin. Cherie Duvall, Nicholas DeLonga, and Nicole Dade, Forest Knolls Elementary School, and Humberto Guevara, Katarina Letina, Vincent Maffeo, Heidi Marchetti, Elizabeth Moss, and Patrick Tyrell, Rosemont Elementary School, received first place awards in the Video category at the National Film Festival. Their teachers were Susan Michal, Fonda Hartman, Ann Evry, Cecilia Murphy, and Cynthia White.

MCPS students named as finalists in the Westinghouse Science Talent Search include: Jennifer Newbury, Quince Orchard High School, and Maneesch Agrawala and Joshua Fischman, Blair High School.

A team of students from Blair High School was a winner in

SuperQuest, a national supercomputer competition. Team members included: Patrick Baker, Alexander Berg, Yolanda Leung, and Robert Pless. Robert Gotwals, Jr., chemistry and computer science teacher was the team's advisor.

Stephen Fan and Irene Kaplan, Kennedy High School, were named as Semifinalists in the Presidential Scholars Program.

Two students from Bannockburn Elementary School, were named as national winners for the Euclidean Division - Grade 4, Continental Mathematics League. They are Benjamin Johanson and Jacob Kramer-Duffield. Their teacher is Catherine Bunke.

Colleen Read, Quince Orchard High School, received a national award from the Spanish National Honor Society for her high level of competence in speaking and writing. Her teacher is Paula Rosenthal.

The following awards were earned by Gaithersburg High School students at the 1990 DECA Spring Competition: First Place - Lisa Nissman (Full Service Restaurant category); Robert Gallion (Shadow Box); Terry Bulles (Sales Demonstration); and Mindy Fridley and Robert Gallion (Chapter Public Relations Project). Second Place - Caroline Hubbard (Quick Service Restaurant); Lilleth Robinson, Terry Bulles, and Diane Petrola (Merchandise Decision Making); Madeline Tera, Kristy Ellison, Mindy Fridley, Kevin Donahew and Miranda Powell (Parliamentary Procedure). Third Place - Lance Ford (Food Marketing); Kevin Donahew (Merchandise Price Judging).

Wootton High School students receiving awards at the DECA Spring Competition include: Kim Readmon, first place (Finance and Credit); Sean Pratt, first place (General Merchandising); Brad Phillips, third place (Quick Service Restaurant Management); and Todd Kolm, Sean Pratt, and Brad Phillips, first place (Merchandise Decision Making Team).

MCPS students from Bethesda-Chevy Chase High School receiving awards at the DECA Spring Competition include: Essaie Witherspoon, first place (Apparel and Accessories and Human Relations Team); Alev Sezer, first place (Free Enterprise Project), and second place (Public Speaking); Nathalie Dahan, first place (Creative Marketing Project and Gift Wrapping); Maddie England, first place (Career Exploration Manual), and third place (Advertising); Kara Sergent, first place (Creative Marketing); Joanne Fernz, first place (Merchandise Price Judging); Paul Felder, first place (Free Enterprise Project and Human Relations Team), and second place (General Marketing); Carlos Garcia, first place (Creative Marketing Project); Tamela McRoy, first place (Human Relations Team); Donna Ba, second place (Fashion Promotion Plan); Richard Everett, third place (Vehicles and Petroleum Marketing); Maricel Carr, third place (Career Exploration Manual); and Lisa Blumenthal, Yonette McAdams, and

Adrianna Newkirk, third place (Public Relations Project).

Karin Franz, Rockville High School, was named as a Gold Key Finalist in photography in the National Scholastic Art competition.

Kristi Graunke, Robert Frost Intermediate School, was named as a finalist in the 1990 Scholastic Writing Awards Competition.

Joshua Auerbach, Mauricion Silva and Joshua Rosenbaum, Walt Whitman High School, received awards at the national level in the Quill and Scroll National Writing and Photo competition.

Barry Greenberg, Quince Orchard High School, has received an award from the Societe Honoraire de Francais, under the auspices of the American Association of Teachers of French.

Richard Dalgetty, Blair High School, received an award at the national level in the Quill and Scroll 1990 Writing Contest, Feature Writing Category.

In the National Spanish Exam, the following Churchill High School students received awards: Level III, Regular, Gold Medal, first place - Marlene Sun and Taresh Mulleck; second place - Todd Millstein; third place - Susan Lee and Paul Boerner. Level V, Regular, Silver Medal, first place - Vanessa Tibbits; second place - Paul Tibbits; and third place - Michelle Wong. Level V, Bilingual/Native, first place - Jimena Alvarado; second place - Dyala Jimenez, Jimena Gomez and Martin Schroeder; third place - Maria Perez, Renzo Bejorano and Vanessa Koss. Their teachers are Diane Skinner and Elena Maldonado.

Five MCPS seniors have been named semifinalists in the Presidential Scholars program, the highest award given to students in this country. The academic semifinalists are Stephen Fan and Irene Kaplan, Kennedy High School. The arts semifinalists are Paula Covarrubias, Robert Nassau and Jean Shin, Walt Whitman High School. Their teacher is Walt Bartman.

In the Maryland State Media Festival, six MCPS students won top prizes in photography and eight MCPS teams captured the highest awards in several motion media categories. The photography winners are: Mario Tama, Whitman High School; Danielle Gibson and Gisela Gaspar, Wheaton High School; Philip Jones, Watkins Mill Elementary School; Jonathan Soltz, Washington Grove Elementary School; and Erin Devlin, Waters Landing Elementary School. The schools with winning teams in the motion media categories and their staff sponsors are: Bethesda-Chevy Chase High School, Robert Jones; Forest Knolls Elementary School, Fonda Hartman; Richard Montgomery High School, J. Lynn Swankowski; Paint Branch High School, Linda Crabtree; Piney Branch Elementary School, Charlene Lacovaro; Ridgeview Intermediate School, Christine Kraus; Rosemont Elementary School, Cecilia Murphy; and

Seneca Valley High School, Bette Petrides.

Pei-Yu-Wu and Jake Feldman, Robert Frost Intermediate School, have been named as finalists in the national level competition of the National Scholastic Writing Awards.

William Niner, Robert Frost Intermediate School, has been named as the state finalist in the National Geography Bee.

Students from Churchill High School have again received a number of awards for their work on the school newspaper, Observer, the school yearbook, *Finest Hours*, and the school magazine, *Erehwon*. Newspaper awards went to Brad Snyder, Sports News; and Rachel Amarnick, General Feature. Yearbook awards were given to Nora Olson, Student Life Spread, Color; Marc Berman, Spot Color and Black and White; Jennifer Halpern and Rachel Fishman, Black and White; Josh Aron, Advertising Spread and Feature Presentation, Color. Staff sponsors are Sharon Deibel, Yearbook; Linda Jensen, Newspaper; and Peggy Pfeiffer, Magazine.

Sean Fahey, Magruder High School, received a second place academic leadership award at the state level from the Maryland Daughters of the American Revolution.

Stacy Stets, Magruder High School, received the Hugh O'Brien Leadership Award from the Hugh O'Brien Foundation.

MCPS students named to the 1990 All State Junior Band are: Caroline Wolf, Pyle Middle School; Tenley Ludewig and Arianna Smith, Churchill High School; Jennifer Neuschatz, Kennedy High School; Paul Cain, Eric Gunderson, and Ben Rothberg, Paint Branch High School; Karen Luensman, Martin Luther King Intermediate School; Jonathan Nellis and Paul Besnikoff, Bethesda-Chevy Chase High School; Katherine Douglass, White Oak Intermediate School; Ryan Peterson, Blair High School; Geoff McKnight, Quince Orchard High School; and Marc Dinitz, Rockville High School.

MCPS students named to the 1990 All-State Junior Orchestra are: Ginger Anders, Ridgeview Intermediate School; Elaine Yen, Joey Chen and Elea Choi, Robert Frost Intermediate School; Janz Castelo and David Park, Tilden Intermediate School; Mina Kim, Esther Chung and Krene Kim, Hoover Middle School; Karen Ruckman, Bethesda-Chevy Chase High School; Heather Ohata, Walter Johnson High School; April Tignor, E. Brooke Lee Middle School; Lisa Postow, and Kathi McMullin, Wootton High School; Ben Freivogel, Whitman High School; and Kimberly Johnson, White Oak Intermediate School.

The 1990 All State Jazz Ensemble includes the following MCPS students: Brian Harper and Eric Harper, Richard Montgomery High School; Ari Ambrose and Doug Abrams, Blair High School; Gary Watson, Anthony Hill and Jared Bush, Quince Orchard High School; Kevin Hayslett, Kennedy High School; and Kevin Hoffman, Paint

Branch High School.

Those students named to the All State Senior High Orchestra are:

Julie Kanagy, Seneca Valley High School; Hyun Kim, Soo Kim and Alexandra Van de Geijn, Whitman High School; Marion Kim, Springbrook High School; Tim Wei and Rung-Kai Tsay, Churchill High School; Rebecca Aronson, and Jason Lee, Wootton High School; Pamela Kransdorf, Magruder High School; Leah Birdsell, Quince Orchard High School; and Joseph Amini, Richard Montgomery High School.

Those students named to the All State Senior Orchestra Wind/Percussion are: Jamie Hardin, Janie Dickens and Heather Borsum, Magruder High School; Kevin Hayslett, Kennedy High School; and Daniel Stearns, Blair High School.

The All State Senior Band includes the following students: Tanja Abate and Matt Kanowith, Sherwood High School; Karen Rogers and Jane Balis, Bethesda-Chevy Chase High School; Christina Fry, Kennedy High School; Melissa Smith, Churchill High School; Margaret Houska, Magruder High School; Maria Yuin, Linda Orchard-Hays and Andrea Dennis, Springbrook High School; Daniel Metz, Keith De La Cruz and David Mehring, Walter Johnson High School; Dana Ng, Wheaton High School; Jennifer Bond, Quince Orchard High School; Laura Kim, Christopher Owens, Eric Harper and Kevin Dostalek, Richard Montgomery High School; Mark Birmingham, Blair High School; Jason Lord, Rockville High School; Brian Postow and Craig Hinners, Wootton High School; Samuel Kline, Whitman High School; and Mark Shelley, Damascus High School.

MCPS students named to the All State Senior Chorus include:

Lorene Fields, Laura Kessler and Kara Sopko, Quince Orchard High School; Elisa Greenwood, Charles Kalina and Jeff Walden, Rockville High School; Lea Lanier and Matt McMurphy, Churchill High School; Fun Jung Lee, Rachel Neele, Susan Baker, Alex Bain, Marc Davidson, Dan Goldberg and Adrienne Sante, Richard Montgomery High School; Martha McCarroll, Jane Black, Jessica Mario, Genny Raymond, Nicholas Hallett, Jonathan Weinberg and Anne-Marie Hildebrandt, Whitman High School; Kyra Mitchell, Joonhyung Kim and Catheryn Elliott, Springbrook High School; Jennifer Pierce, Cecelia Hyoun and Kari Jacobsen, Blair High School; Julie Price, Gaithersburg High School; Seung Suh, Matt Dirksen, Steve Lowenthal, Mark Fink and Oren Hadar, Walter Johnson High School; Lynn McCracken and Sara Tollefson, Wheaton High School; Denise Parrish, Alexander Kleinman and Michelle Roden, Bethesda-Chevy Chase High School; Anna Soderberg, Genevieve Demos and Michelle McCormack, Seneca Valley High School; Leigh Tivol, Kennedy High School; Rita Dal and Marc Forrester, Wootton High School; Karen Kuykendall and Alan Mingo, Magruder High School; Rebecca Peavey, Kathryn Heid, Marlo Goldstein, Beth Wood, Michael Goldsamt, Todd Horman, Eric Schopmeyer, David Burket, and Gary Mertz, Einstein High School; and Chris Schwartz, Sherwood High School.

Students named to the All State Junior Chorus include: Cheryl Deeter, Martin Luther King Intermediate School; Laura Heisler, Joanna Dickler and Brian Chang, Whitman High School; Beth Plyler, Rockville High School; Julie Baker and Steve Roth, Richard Montgomery High School; Kimberly Manoly and Laurie Schindler, Ridgeview Intermediate School; Colleen Barnes, Magruder High School; Patrick Alexander and Matt Nielson, Seneca Valley High School; Christopher Lowman, Einstein High School; and Ben Weisol, Redland Middle School.

STAFF

David Harrison, Blair High School, was named a Teacher Historian by the National Capital Historical Society.

Mary Ellen Verona and Eric Walstein, Blair High School, both received Certificates of Honor in the Annual Westinghouse Science Talent Search.

Annette Tamm, Blair High School, received the Leo Schubert Memorial Award for Outstanding Teaching of High School Chemistry by the Chemical Society of Washington.

Sheila Doctors, Supervisor of Auditory Programs, received the Outstanding Administrator/Supervisor Award at the Joint Conference of Educational Administrators Serving the Deaf and Convention of American Instructors of the Deaf.

William Krayner, Gaithersburg High School, has won a Presidential Award of Excellence in Science and Mathematics Teaching from the National Science Foundation.

Gloria Green, East Silver Spring Elementary School, received an award for outstanding service in art education in Maryland from the Maryland Art Education Association.

Mina Parsont, Richard Montgomery High School, was named as a distinguished foreign language educator by the Greater Washington Association of Teachers of Foreign Languages.

Doreen Davidson, Cabin John Middle School, received an award from the Maryland Art Education Association for outstanding performance as a new art teacher in the state.

Jim Groomes, Edison Career Center, received a District Educator Award from the American Welding Society in recognition of his teaching activities which are considered to have advanced the knowledge of welding to students.

Eric Walstein, Blair High School, received the Edyth May Sliffe Award for Distinguished Mathematics Teaching by the Mathematical Association of America.

Oscar Blakey, teacher specialist in the Department of Human Relations, has been honored by the United National Association, Capital Area Division, for his work with students, schools and the community.

Ronald Redmond, counselor specialist in the Guidance Unit, has been named the Maryland Counselor Advocate of the Year by the Maryland School Counselors Association.

Evanthia Lambrakopoulos, Bethesda-Chevy Chase High School and Sharon Helling, Walter Johnson High School, have received Outstanding Teacher Awards from the University of Chicago.

Kathie Droter, Washington Grove Elementary School, has received an award from the Maryland Art Education Association for outstanding performance as a new art teacher in the state.

Barbara Barbaccia, Rockville High School, has been named as the Maryland Home Economics Teacher of the Year 1990 by the Maryland Home Economics Association.

Kathy Carey and Delores Patrizio, Walter Johnson High School, received Outstanding Maryland School Nutrition Program awards by the Maryland State Department of Education.

Bonny Cochran, Bethesda-Chevy Chase High School, has received the Outstanding Teacher Historian Award from the Capitol Historical Society.

Charles Stine, Director, Department of Financial Services, Edwin Lewin, Director, Division of Accounting, and Robert Doody, Accounting Specialist, Division of Accounting, have received Certificates of Excellence in Financial Reporting from the Association of School Business Officials.

Sunny Kwang-Ja Lee, Division of Staffing, has received an award from the Prime Minister of the Republic of Korea in recognition of her educational contributions to the Republic of Korea and the Korean Community in America.

The MCPS volunteer program "Closing the Gap" has been selected to receive a National Creative Partnership Award sponsored by OMNI Magazine and the National Association of Partners in Education. Lynne Pherson, Department of Career and Vocational Education, coordinates the program.

Sally Marchessault, Coordinator of Volunteer and Community Resources, was awarded the Sarah Davis Award by the National Association of Partners in Education for her national leadership in school volunteer and partnership program development.

Margit Meissner, Transition Coordinator, Department of Special Education and Related Services, has been named an Outstanding Professional of the Year by the Maryland Association of Vocational Education Special Needs Personnel, for her service to the special needs population.

The Churchill High School newspaper, The Observer, has received a national Pacemaker Award, given to the top eight high school newspapers in the country. Walt Whitman High School's newspaper, Black and White, and Thomas Wootton High School's newspaper, Common Sense, have received Eastern Regional Pacemakers in a

competition sponsored by the National Scholastic Press Association and the American Newspaper Publishers' Association. Linda Jensen, Churchill High School, is the advisor for their newspaper.

Four Montgomery County schools have been nominated for the national 1989-90 Elementary Schools Recognition Program by the Maryland State Department of Education. The schools and their principals are: Candlewood Elementary School, Dr. Donald Graham; Diamond Elementary School, Jennie Fleming; North Chevy Chase Elementary School, Dr. Delores Baden; and Gaithersburg Elementary School, Dr. Karen Karch.

Joanne Styer, director of the Division of Food and Nutrition Services, received the Distinguished Alumni Award from the University of Wisconsin-Stout. The award is given to those graduates who have furthered their careers while making a contribution to their community, state and nation.

RESOLUTION NO. 319-90 Re: RECOGNITION OF OUTSTANDING SCHOLARS

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

WHEREAS, Each year the National Merit Scholarship Corporation provides an opportunity for able students to demonstrate their scholastic ability and to compete for a variety of scholarships for their higher education; and

WHEREAS, Each year students from Montgomery County Public Schools are well represented among the national semifinalists which are, according to the National Merit Scholarship Corporation, among the top one-half of one percent of the graduating seniors in United States high schools; and

WHEREAS, One hundred fifty-four seniors from nineteen Montgomery County public high schools are among this year's semifinalists; and

WHEREAS, Twenty-two students from fourteen Montgomery County public high schools have been named semifinalists in the National Hispanic Scholar Awards Program; and

WHEREAS, Thirteen students from eight Montgomery County public high schools have been named semifinalists in the National Achievement Scholarship Program for Outstanding Students; and

WHEREAS, The achievements of these students have brought honor to themselves, their families, their teachers, and the Montgomery County Public Schools; now therefore be it

RESOLVED, That the Montgomery County Board of Education, on

behalf of the school system staff and the citizens of Montgomery County, extends to each of the students named who are semifinalists in the 1990 National Merit Scholarship Qualifying Examination, the National Hispanic Scholar Awards Program, and the National Achievement Scholarship Program for Outstanding Students sincere congratulations and its best wishes for future personal and academic success; and be it further

RESOLVED, That a copy of this resolution shall be presented to the following students:

NATIONAL MERIT SCHOLARSHIP SEMIFINALISTS

B-CC HIGH SCHOOL

Amber Blaha
Alexander Kleinman
Andrea Mazie
John Roy
Alexandra Schatzow
Rachel Sherman
Dietrich Stout
Aaron Wiener

MONTGOMERY BLAIR HIGH SCHOOL

Maneesh Agrawala
Eric Anderson
Patrick Baker
William Barnes
Matthew Bastress
Robin Burke
John Corrado
Aaron Dabbah
John Daly
Raitis Grinbergs
Jason Hecker
Mehmood Kazmi
Sung Kim
Bola King
Yolanda Leung
Joseph Malcom
Sarah Manchester
Ari Mizel
Faith Noble
Jae Noh
Robert Pless
Nitin Seam
Stacy Swartwood

CHURCHILL HIGH SCHOOL

Marc Berman
Jonathan Blum
Nancy Chiou
Theresa Chiueh
Julie Copaken
John Donahue
Catherine Hillsley
John Horng
Jeffrey Howard
Amie Hsia
Ahmed Jafri
Amy Kao
Kristen Kingfield
Susan Leber
Seth Litwin
Michael Marsh
Jody Prival
Jayant Rajan
Daniel Sharfstein

EINSTEIN HIGH SCHOOL

Jennifer Fitch
David Greenhut
Benjamin Runkle

GAITHERSBURG HIGH SCHOOL

Lisa Caplan
Lisa Forrer
Daniel Kelly
Tyler Lindstrom
Leslie McCullough
Ian Pierce
Patrick Rowe
Jeffrey Schmid

WALTER JOHNSON HIGH SCHOOL

Neeraj Bewtra
Matthew Calderone
Jonathan Chen
Oren Hadar
David Kaufman
Michael Lewis
Patricia Northrop
Loren Sklar
Paul Sklar
Thomas Spande
Craig Vogel
Elaine Weiss
Noah Zatz

KENNEDY HIGH SCHOOL

Stephen Fan
Stephen Fernie
Joshua Gibson
Irene Kaplan
Irving Katz

MAGRUDER HIGH SCHOOL

Heather Borsum
Kent Thurber

RICHARD MONTGOMERY HIGH SCHOOL

Adam Altman
Sherman Lo
Jolyon Silversmith
Justin Tate

WHEATON HIGH SCHOOL

John Arras
Susanne Doblecki
Jason Green

WALT WHITMAN HIGH SCHOOL

Yoomie Ahn
Joshua Auerbach
Michael Brodsky

PAINT BRANCH HIGH SCHOOL

John Hutchinson
Stephen Reber
Quewon Rhee

POOLESVILLE HIGH SCHOOL

Dennis Bumb
Scott Saccenti

QUINCE ORCHARD HIGH SCHOOL

Maria Cellarosi
Elizabeth Rea

ROCKVILLE HIGH SCHOOL

Cynthia Graber
Sharon Kristal
Adria Popkin
Susan Tankersley

SENECA VALLEY HIGH SCHOOL

Peter Howley
Brian Schwartz

SHERWOOD HIGH SCHOOL

Matthew Harvey
Mary Murray
Iliang Siu
Daniel Weile

SPRINGBROOK HIGH SCHOOL

Daniel Shawhan
Janine Smith

WOOTTON HIGH SCHOOL

Claudia Beck
Thomas Browne
Wendy Coven
Rita Dai
Lauren Eichler
Peter Goebel
Eric Greenshields
Stephen Hatcher
Doris Lee

Joseph Caterini
 James Cobern
 George Collins
 John Davidson
 Wha-Ai Gaber
 Lyle Goldstein
 Karen Hertz
 Jonathan Hickman
 Nathaniel Hight
 James Kindt
 Srijoy Mahapatra
 Mary Roberts
 Benjamin Schultz
 Samuel Shelburne
 Tamara Simon
 Robert Summers
 Emily Tagliabue
 Aleandra Van de Geijn
 Michael Wu

Adam Lipsius
 James McMullin
 Brian Michalowski
 Janet Miller
 Dmitry Nemirovsky
 Steven Persh
 David Sapoznikow
 Meenakshi Shivdasani
 Robert Stephens
 Joshua Stolker
 Bennett Thilagar
 Brian Trotter
 Kenneth Wang
 Joanna Weiss
 Bruce Wonnacott
 Lina Yoo

NATIONAL HISPANIC SCHOLAR AWARDS PROGRAM

B-CC HIGH SCHOOL

Anthony Valladares

MONTGOMERY BLAIR HIGH SCHOOL

Elsa Bernal
 Jerry Fries

CHURCHILL HIGH SCHOOL

Christina Brito

DAMASCUS HIGH SCHOOL

Kara Springer

EINSTEIN HIGH SCHOOL

Christophe Wass

GAITHERSBURG HIGH SCHOOL

George Klemic
 Elena Perez

KENNEDY HIGH SCHOOL

Ruben Centeno

POOLESVILLE HIGH SCHOOL

Patricio Garavito

SHERWOOD HIGH SCHOOL

Richard O'Connor

SPRINGBROOK HIGH SCHOOL

Rosemary Bernardo

WHEATON HIGH SCHOOL

Douglas Humphries

WALT WHITMAN HIGH SCHOOL

Paula Covarrubia
 Karen DaPonte
 Frederick Kowalski
 Russell Shaw
 Claire Szabo

WOOTTON HIGH SCHOOL

Jose Menendez
 Derek Poulin
 David Sapoznikow

MAGRUDER HIGH SCHOOL

Regina Fernandez

NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM FOR OUTSTANDING STUDENTS

B-CC HIGH SCHOOL

John Newson

MONTGOMERY BLAIR HIGH SCHOOL

Bola King
Obi Laing

KENNEDY HIGH SCHOOL

Leola Dublin

PAINT BRANCH HIGH SCHOOL

Erica Jones
Margaret Jones
Michelle Powers
George Wofford

ROCKVILLE HIGH SCHOOL

David Mitchell

SPRINGBROOK HIGH SCHOOL

William Harris
Yolanda Logan

WALT WHITMAN HIGH SCHOOL

Charles Dixon

WOOTTON HIGH SCHOOL

Danielle Robinson

RESOLUTION NO. 320-90 Re: BOE APPEAL NO. 1990-9

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1990-9 (transfer).

RESOLUTION NO. 321-90 Re: BOE APPEAL NO. 1990-11

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

RESOLVED, That at the request of the appellant the Board of Education dismisses BOE Appeal No. 1990-11 (student suspension).

Re: ITEMS OF INFORMATION

Board members received the following items of information:

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

4. Staff Response to Title IX Report
5. Staff Response to Medical Advisory Committee
6. Minority-, Female-, or Disabled-owned Business (MFD)
Procurement Report for the Third Quarter of FY90

Re: ADJOURNMENT

The president adjourned the meeting to an executive session at 4:30 p.m.

PRESIDENT

SECRETARY

HP:mlw