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Rockville, Maryland  
March 13, 1990

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, March 13, 1990, at 10:10 a.m.

ROLL CALL Present: Dr. Robert E. Shoenberg, President  
in the Chair  
Dr. James E. Cronin  
Mrs. Sharon DiFonzo\*  
Mr. Blair G. Ewing  
Mr. Bruce A. Goldensohn  
Mrs. Catherine E. Hobbs\*  
Mrs. Marilyn J. Praisner  
Ms. Alison Serino

Absent: None

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

#Indicates student vote does not count, and four votes are needed for adoption.

RESOLUTION NO. 156-90 Re: BOARD AGENDA - MARCH 13, 1990

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

RESOLVED, That the Board agenda for March 13, 1990, be approved.

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

Re: NATIONAL ASSOCIATION OF PARENTS IN  
EDUCATION AWARD GIVEN TO "CLOSING  
THE GAP"

Ms. Sally Marchessault, MCPS coordinator of volunteer and community resources, presented the Board of Education with the award received for the "Closing the Gap" program. The program brought older citizens into the classroom for discussions with high school seniors on such topics as aging, marriage, family relationships, and stereotypes. Over the past four years the program had involved more than 300 students, 90 senior citizens, and a dozen teachers. "Closing the Gap" was one of only nine such volunteer programs nationwide to receive the NAPE award.

Re: ANNOUNCEMENTS

1. Dr. Shoenberg introduced Mr. Brian Porter, the new director of the Department of Information.

2. Dr. Shoenberg thanked Dr. Kenneth K. Muir, who had been serving as acting director of Information for the past several months. Dr. Pitt expressed his appreciation for the work done by Mr. Kevin Gunning, information assistant for media relations, especially in dealing with the situation at Richard Montgomery High School.

3. Dr. Shoenberg expressed the Board's appreciation for the positive work done by Tom Quelet, Karen Baker, Tom Graves, and Tony Deliberti at Richard Montgomery which had culminated in the candlelight march. He commented that the positive spirit shown by the Richard Montgomery community should be a model for other school communities.

RESOLUTION NO. 157-90      Re:    SB 900 - SCHOOL BUS OPERATORS -  
INSURANCE COVERAGE

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

RESOLVED, That the Board of Education oppose SB 900 - School Bus Operators - Insurance Coverage.

RESOLUTION NO. 158-90      Re:    HB 1462 - COMPULSORY SCHOOL  
ATTENDANCE - MINIMUM AGE LIMITS

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

RESOLVED, That the Board of Education support HB 1462 - Compulsory Attendance - Minimum Age Limits.

RESOLUTION NO. 159-90      Re:    HB 1477 - PUBLIC SCHOOLS -  
GRADUATION REQUIREMENTS

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 Board of Education support HB 1477 - Public Schools - Graduation Requirements.

RESOLUTION NO. 160-90      Re:    HB 1490 - EDUCATION - HOMELESS  
CHILDREN - SCHOOL ASSIGNMENT AND  
TRANSPORTATION

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

RESOLVED, That the Board of Education support HB 1490 - Education - Homeless Children - School Assignment and Transportation, as written.

RESOLUTION NO. 161-90      Re:    HB 1490 - EDUCATION - HOMELESS  
CHILDREN - SCHOOL ASSIGNMENT AND  
TRANSPORTATION

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

RESOLVED, That the Board of Education support HB 1490 - Education - Homeless Children - School Assignment and Transportation, even if the funding were removed.

Re:    A MOTION BY MR. EWING ON HB 1260 -  
COSMETOLOGY (FAILED)

A motion by Mr. Ewing that the Board of Education oppose HB 1260 - Cosmetology failed for lack of a second.

Re:    PRESENTATION ON EARLY CHILDHOOD  
EDUCATION

Dr. Pitt reported that the issue of early childhood education was one that he was committed to moving on and providing curriculum enrichment and guidance. He explained that they had not yet reorganized to put various elements in place, but they were moving ahead on this issue. He was proud of how fast Dr. Naomi Plumer, coordinator of early childhood education, had moved in this area.

Mrs. Katheryn W. Gemberling, associate superintendent for instruction and program development, pointed out that over the last two years the Board had had various curriculum presentations and this was the last one. She thought it was fitting that they were ending where everything really began and that was with early childhood education.

Dr. Plumer stated that Board members had already received a notebook in early childhood education. The first section was on

pre-kindergarten and contained standards that the state had set for the programs. Following the standards was a section containing a proposal for self evaluation. MCPS was currently involved in using that self evaluation and would have a report for the superintendent and the Board in several months. Following that was a sample of a MSDE unit of study that pre-kindergartens were involved with.

Dr. Plumer said that in the kindergarten section there was an unofficial document which was called a kindergarten program of studies. This document was in draft form and had been put together for the work they planned to do this summer with pre-kindergarten and kindergarten teachers. They would take a close look at the objectives that had been set for kindergarten, how that related to pre-kindergarten, and whether it was still in the form they would like it to continue to be. Following that, she had included a new kindergarten orientation program which was called kindergarten roundup. The new procedures reflected current research, theory, trends, and practice. At a recent meeting in Texas, she had discovered that MCPS was once more in the forefront of early childhood and kindergarten orientation programs.

Dr. Plumer said the next document was something called a kindergarten handbook. There was a handbook for administrative and staff use, and the second one was the work of Sally Keeler with support from the early childhood work group and was their first attempt at producing a parent handbook. They hoped to make the handbook available for this year's roundup.

It seemed to Dr. Plumer that it was important for them to review how very young children learned and what the characteristics of an early childhood learning environment ought to be. She explained that young children grew and developed at different rates. Cognitive, emotional, social, and physical development was interrelated and interdependent. Young children learned through doing, through action, and through interaction. They learned through exploration and manipulation of concrete and sensory material. They learned from warm and meaningful interactions with adults and other children. Young children were naturally curious and eager to learn, and they learned best when they had many opportunities to follow their own interests. Young children's parents were their first and most influential teachers. Young children learned best in a warm and humane environment where they were valued and appreciated as unique individuals. They learned best when initiative and self reliance were encouraged in an atmosphere of trust and structured freedom.

Dr. Plumer cited the work of the Texas education agency which had developed a list of characteristics of an appropriate learning environment. It should be student-centered and have an integrated activity-based curriculum. The students should be

self directed and independent. A variety of materials should be available. It should be a print rich environment. There should be lots of verbal interaction between teacher and students and among peers. The activities should be related to real life. There should be thought-provoking activities, and students should develop critical thinking and problem solving skills. She said that purposeful business generated noise, and it was okay to hear noise in early childhood classrooms.

Dr. Plumer stated that there had to be positive reinforcement experienced not only by the students but the teachers of those classes as well. The work of students should be valued, shared, and displayed everywhere. In response to Dr. Cronin's question, she explained that print rich meant that materials were displayed all around the room and included pictures, labels, and samples of the first writing experiences of students.

Dr. Plumer explained that students had to believe they could do the work themselves. Teachers had to believe that all students could and would learn. Time should be provided to linger, reflect, think, and share. Risk-taking should be encouraged, and spontaneity was welcomed. Flexibility was expected, and creativity should abound. Energy and enthusiasm should radiate from the teachers right down to and through the students. Students should feel a sense of belonging in this learning environment.

Dr. Plumer stated that today they would talk about early childhood regular education only. She assured the Board that her office was in touch with and worked cooperatively with all aspects of the special education early childhood programs. In MCPS their pre-kindergarten programs could be found at New Hampshire Estates Elementary School where they had a pilot of a pre-kindergarten magnet and the Head Start program. They had Head Start and the state-funded Extended Elementary Education Program (EEEP). She introduced Dr. Jevoner Adams, principal of Glen Haven Elementary School, where they had the EEEP program.

Dr. Adams reported that the EEEP program had been available for nearly ten years, but this was its first year at Glen Haven. The program operated between 9 a.m. and 11:30 a.m. It was staffed by a certified early childhood teacher and one instructional assistant. It had an enrollment of 20 students. The goal of EEEP was to provide initial learning experiences to effectively help four year old children develop and maintain the basic skills necessary for successful school performance. This goal was attained through the provision of developmentally appropriate experiences that addressed the emotional, social, physical, and cognitive needs of the children as well as recognition that parent participation was vital for reinforcement for all that was learned at school. The children had access to all the services offered by the school. They participated in developmentally

appropriate instruction in physical education, art, and music. They received the services of the Education Management Team and referrals for service of the school psychologist, speech pathologist, and pupil personnel worker.

Dr. Adams said that Glen Haven was also privileged to house a Head Start class, and they encouraged collaboration between the two classes. Recently they had a joint preparation of an ethnic luncheon to culminate Black History Month activity. They used an interdisciplinary instructional model within a self contained classroom. They recognized that children were at different places on the learning continuum. In a typical classroom they would have thematic units being taught. The teacher established play centers in the classroom to stimulate individual initiative, active exploration, and interaction with adults, other children, and materials. Learning through play was the primary vehicle for mental growth.

Dr. Adams explained that they established an environment in which emotional stability and social skills would grow by accepting each child as a valued person with individual strengths and interests. They provided a stress-free classroom where children would feel success and freedom to take risks. Many opportunities were provided to develop understanding of cultural differences that children experienced within the school and community. These included exposure to language, dress, customs, and food.

Dr. Plumer introduced Mr. Vincent Fazzalare, kindergarten teacher at Greencastle Elementary School. She explained that he was one of three male kindergarten teachers in MCPS.

Mr. Fazzalare reported that 12 years ago he had come to Montgomery County from the University of Delaware where he had graduated with a B.S. in elementary education. He had obtained a master's degree from George Washington University in early childhood special education, and he was in the process of starting on his Ph.D. During his 12 years of teaching, he had taught first and second grade at Takoma Park Elementary School, kindergarten at Oakland Terrace, and now kindergarten at Greencastle. His experiences had helped to shape his educational philosophy which was, "all children can learn."

Mr. Fazzalare said it was up to him to use every teaching tool, every material object, and every educational experience available to ensure that his children had the opportunity to reach their maximum potential. In kindergarten they had 12 identified curriculum areas with specific instructional objectives. Aside from the 12 areas, they were encouraged to use other activities to support the program. These might include whole language, writers workshop, CSMP math program, interrelated arts, science lab, computer lab, and multicultural programs. These activities helped to meet the developmental needs of students as well as

their social and emotional needs.

Mr. Fazzalare shared a chart showing how he fit the curriculum into a two and a half hour period. He provided time for opening and closing activities as well as the basic curriculum areas of reading, language arts, math, science, and social studies. However, when he added art, music, and physical education it became a much more demanding schedule. When they added time for the counselor to come in or interrelated arts or multicultural programs, it could be overwhelming. However, he liked to take a creative and flexible approach by planning a well integrated program. Integration allowed him to plan one unit encompassing many of the objectives for reading/language arts, math, science, and social studies.

Mr. Fazzalare showed the Board members slides of his classroom showing curriculum integration and hands-on experiences for his students.

Ms. Rebecca Felder, kindergarten teacher at Twinbrook Elementary School, explained that she was a graduate of the University of Maryland with a B.S. in early childhood education. She had earned her M.E.Q. through the MCPS in-service program. She had been a classroom teacher in Montgomery County for almost 16 years, teaching in the most affluent to the most impoverished communities. This experience had allowed her to work with students, parents, teachers, and other school based personnel of diverse backgrounds. She had taught students identified as average, disadvantaged, ESOL, and gifted. She had served as a model teacher and consultant in numerous settings while teaching kindergarten, both full and half day, ESOL kindergarten, and K-1.

Ms. Felder said it was her belief that all children could learn and were entitled to a quality education in preparation for their productive roles in society. A most successful way to meet this educational challenge was the all-day kindergarten program. This child-oriented program provided learning activities in a setting designed to help children realize their potential cognitively and creatively.

Ms. Felder reported that a typical day in the all-day kindergarten program began with circle time which included greeting, the pledge, calendar and weather discussions, current events, and sharing time. Work time followed and focused on the content areas and was teacher directed. Play time focused on the social development of students. Play time provided students opportunities to make decisions and solve problems. Rest, snack, and evaluation times were important parts of the all-day program. Finally circle time ended the day.

Ms. Felder stated that the all-day kindergarten program presented many advantages to educators of young children. These included



the following: (1) time to observe and assess students and then provide in-depth instruction in a relaxed atmosphere with numerous opportunities for enrichment, (2) time to individualize and differentiate instruction with greater flexibility in providing developmental activities for students, (3) time to nurture the total child while caring for and about individual students, (4) time to focus on student strength and address weaknesses, (5) time to identify potential learning problems and secure services from support people, (6) increased opportunities for students to develop and refine communication skills, (7) more time for the arts, drama, physical education, computers, and field trips, (8) more time to refine existing instructional strategies and discover new ways to maximize student success, and (9) time to implement cross-age or multi-age instruction.

Ms. Felder reported that they now had a K-1 pilot at Twinbrook where they planned and provided learning activities for kindergarten and first grade students. They had opportunities for many kinds of groupings to address a wide range of developmental skills and interests. Instruction and learning activities focused on the integration of K-1 curriculum objectives, and she felt that the pilot was experiencing success.

Student achievement and attendance were up, and parents were supportive. She explained that the nine items came from a random sampling of all-day kindergarten teachers in MCPS.

Dr. Linda Weber, principal of Rosemary Hills Elementary School, indicated that she had met with the other principals of primary schools and had developed a tape of what they thought was important. She said that one of the central issues they looked at in primary schools was transition from kindergarten to first grade. When more than half of their population was in either kindergarten or first grade, they had the opportunity to talk about that. They had made a concerted effort to talk about how students made that transition and what was needed in that transition in order to make it smooth. She showed Board members a slide presentation on the primary school.

Ms. Georgia Lewis, parent educator in the Department of Adult Education, stated that research had established a vital connection between early learning and later school success. Because parents were children's first and most influential teachers, the Department of Adult Education offered a comprehensive program to support them in this role. Building on the strengths of parents as adult learners, these programs were designed to teach parenting skills, to demonstrate developmentally appropriate learning activities, to give information and resources and support, and to provide opportunities for parents to discuss issues, share ideas, and problem solve together with the guidance of a professional parent educator. She pointed out that the notebook provided to Board members contained descriptions of their programs. The parent

education program enrolled about 6,000 people last year and included four major components. The first of these was a series of parent/child classes currently offered in six locations. In these classes, parents and children played, learned, and grew together. The second component included evening courses, workshops, and seminars for parents on a wide range of topics. Recent offerings included "Building Self Esteem," "Helping Your Child Succeed in School," and "How to Talk so Kids Will Listen."

Ms. Lewis reported that they had courses for grandparents, babysitters, and family day care providers who were significant others in the lives of children. A third part of their program and the most popular consisted of four parent/child resource centers which families attended on a drop-in basis. Since September, 1,623 families had visited the centers. The final feature of their program was a telephone help line service to assist home-bound and employed people in problem solving their parenting and home/school problems.

Ms. Lewis indicated that the parent education programs were staffed by 28 part-time temporary parent educators. They worked cooperatively with many other county agencies and programs serving children and families. Their programs provided a positive first school experience for parents and children together. To encourage continuing involvement with the schools, elementary schools provided various services to early childhood parents. They had done an informal survey and would be making recommendations to the superintendent. However, some elementary schools provided a homework assistance packet, parenting courses taught by counselors, and the state-funded parent/child center which was established at New Hampshire Estates. By starting early to value and support parents and continuing to involve them as their children moved on into elementary schools, they could promote positive family attitudes toward learning and that translated into school success for children.

Dr. Plumer said she would like to share her visions of the future with the members of the Board. These included the following:

- 1) a rapid expansion of programs for four-year olds
- 2) lowering maximum class sizes in kindergarten and grade one
- 3) classes with large numbers of children at risk, a full-time classroom aide to provide individual tutoring
- 4) increased peer and cross-age tutoring
- 5) increased use of the volunteers that were still available if they searched them out, especially in their senior population

- 6) service credits recently written up in NEWSWEEK
- 7) increased home and school communication
- 8) increased parenting programs and the possibility of establishing family camping programs over the weekends at some outdoor education sites
- 9) consideration of two or three year blocks of grade levels with the same teacher or team of teachers
- 10) encourage and support teacher innovation and provide a wide variety of early childhood teacher training opportunities
- 11) strongly discourage retention and almost do away with it and allow for differences in development and achievement at this young age
- 12) establish more partnerships with child care providers so that there would be continuity when a child came to school and left school
- 13) incorporate into the curriculum good practices from other school systems and even overseas

Dr. Plumer reported that in Japanese preschools they did not teach reading or writing or mathematics. They taught pre-academic skills including perseverance, concentration, and the ability to function as a member of a group. She would like to see MCPS focus a little more on those skills.

Dr. Shoenberg thanked Dr. Plumer and staff for a fine presentation. He asked if Board members had questions. Mrs. Hobbs asked if the kindergarten handbook for parents would be printed in other languages. Dr. Plumer replied that it would have inserts in four other languages. Everything they had done in regard to kindergarten roundup had been done in four languages.

Mrs. Hobbs asked if they needed to look at their facilities and make accommodations for playground accessibility or equipment or space in kindergarten classrooms. Dr. Weber replied that nine of

their ten kindergarten rooms were appropriate. They did have a stove and refrigerator in every other room, and this made a difference because the teachers did cook with the children. They did have a decent amount of playground equipment. Dr. Adams commented that she had a 38 year old school that would be renovated after 1996. They had only two real kindergarten rooms and were using regular classrooms and sharing these with Head Start. The regular classroom was not appropriate in size, and therefore they had to modify the program to fit the space.

Dr. Cronin remarked that often they were accused of promoting fads, but what Dr. Plumer was responsible for was not a fad. They were dealing with the earliest of educational levels when Boards usually concentrated on the upper levels. He felt extremely comfortable with Dr. Plumer's leadership. He asked if she could put her wish list together in a more precise and programmatic form including resource needs. The Board could react next year in the new budget cycle. He reported that later today under new business he planned to move a parent involvement advisory committee for the school system from early childhood through senior high. If the Board approved this, he would like to come back and get the advice of a variety of professionals on how to do this.

Mr. Ewing expressed his appreciation for the presentation this morning. He was delighted that MCPS was giving the kind of emphasis they were now giving to early childhood education. He had hoped they would have done this ten years ago. He asked about policy changes staff thought were necessary to make certain they were giving the appropriate signals to the school system and to the public. He would like to know more details about how they were planning to deal with the issues of math and science education in early childhood. While he was convinced about developmentally appropriate practices in early childhood, he thought it was important for them to build in some method for assessing how well this was serving their children in other than test scores ways. It seemed to him it would be useful for them to have a set of goals for the early childhood program. He would like the Board to be on record in this area.

Mrs. Praisner said she would add a ditto to Mr. Ewing's comments.

She commented that she and Ms. Lewis had talked about the kind of parent who took advantage of those programs. As the county became increasingly diverse, she wondered if they had explored other means of encouraging and informing individuals about the opportunities and the programs that were available within the adult education program. Ms. Lewis felt that non-traditional approaches were needed. The centers were one way to reach a lot of other people. They had centers in Takoma Park, Wheaton, Germantown, and Gaithersburg, and these centers were open on a drop-in basis. Mrs. Praisner asked if they had advertised these centers in health clinics, county resource centers, social

services, churches, and the cities. She suggested they might want to look at a variety of opportunities and strategies. Ms. Lewis replied that they had done some of these things. She also thought the telephone line had been a help to people.

Dr. Plumer reported that in each of the EEEP programs there was a parent involvement education component. Each teacher was responsible for conducting sessions for parents at the parent's convenience. Dr. Weber added that they had some success with a program where parents mentored other parents. For example, they had paired like ethnic groups with the strong family helping the other family. Right now there were about 14 families in the program, and this might be an option to consider.

Mrs. Praisner commented that they had seen the effort involved in trying to deliver everything in the half day program. This was an affirmation of the fact that they needed the all-day program.

She asked how they assessed what might need to be eliminated in their programs. Dr. Plumer pointed out that Mr. Fazzalare had emphasized integration of program in his presentation. The new units of study were thematic, and she doubted that there was anything that required removal.

Mr. Goldensohn said he would be interested in seeing more information on the Japanese approach. The first year or two of the child in the school system was the foundation for everything else. You could not build any structure without a solid foundation. Their attitude towards life, perseverance, and willingness to work with someone else was key to success in the upper grades. If they missed in the early grades, they would continue to play the game of catch up. For this reason, adding aides to first and second grade classes was so critically important. Mr. Fazzalare asked that the Board consider adding aides into the kindergarten classrooms. As one adult supervising 25 children, it was extremely difficult to individualize instruction and control the group.

Dr. Shoenberg asked that staff provide some information in writing. Most of the individual instances they talked about were situations in which they were helping children who were falling behind. He was concerned about the students at the other end of the scale and what they were able to do for children who were extremely advanced. Dr. Plumer replied that a good teacher would address the needs of all children.

Dr. Pitt thanked the staff for their presentation. This was one of his top priorities. If they did not put emphasis in this area, they were not going to win it. Secondly, they did need to look at policy, goals, and ways of measuring where they were going. They would do that and come back to the Board to talk about that. He agreed that the question of reaching parents was a critical one. He believed it had become more critical because

more children were at risk because of developmental aspects of their growth. It was because of the way that society was going.

The bottom line was that they had a lot of work to do in this area. He was pleased that they had come as far as they had in a few short months. They had to develop an attitude and deliver a message across the school system. Dr. Plumer quoted, "no matter how old you are, when you go out into the world, it is best to hold hands and stick together."

Re: 1989 ANNUAL REPORT OF THE  
MONTGOMERY COUNTY ADVISORY COUNCIL  
FOR VOCATIONAL-TECHNICAL EDUCATION

Ms. Joan Stern, chairperson, reported that in the past the LAC had met the second Wednesday of every month at Edison Career Center. However, because the committee represented interests of both MCPS and Montgomery College, they decided to hold meetings alternatively between MCPS and Montgomery College. At their meetings they had received excellent presentations from a variety of people. The committee felt it was important to have student input, and the Board had appointed a student member to the committee in December. In addition, they had asked the PTA to appoint a liaison representative and Bill Beane was serving in that capacity.

Ms. Stern indicated that this summer they had established networking as a primary objective for the coming two years. While a number of individuals and groups were already actively involved in working on a variety of activities in the field, they felt it was very important to bring some of the principal players together in a united effort. Last summer they began formulating plans for a series of career fairs. Representatives from the county's Office of Economic Development, Local 400 of the Food and Commercial Workers Union, local Chambers of Commerce, Montgomery College, and MCPS were invited to meet with the committee to plan a small career fair for the upcounty area.

Ms Stern said they felt it was important to make a clear distinction between job fairs and career fairs. Their objective was to invite representatives from businesses to talk to students, parents, and school counselors about the vast array of career ladder positions and opportunities available in the county for students who enrolled in vocational programs. Representatives from approximately 35 companies included IBM, Marriott, Shady Grove Hospital, and Bechtel participated in the business, technical, and trades career fair which was aimed at parents. There was also a program featuring a series of speakers talking about vocational education. Two of the speakers were former vocational students who related success stories. A physician spoke from the perspective of a parent because he had been initially opposed to having his son enrolled in a vocational program but later changed his mind. There were also speakers

from MCPS and Montgomery College. Overall the program was a great success, and they received very positive feedback from most of the people who attended the fair and pledges of support from many of the participating organizations. Dr. Pitt also pledged his support for the next fair and agreed to bus students to a central location.

Ms. Stern said that in December of 1989 she met with a representative of Montgomery College, Mrs. Hobbs, and Dr. Ted Rybka to talk about developing plans for a spring fair. They decided to hold a career fair for Area 1 students. Because of the enormous amount of work involved, it was decided to create a new organization under the direction of the LAC to plan and develop a series of career fairs over the next five years for students, parents, and school counselors. The new group is called the Career Connection.

Their next fair will be held on April 20 at Montgomery Blair High School. Students from Area 1 schools have been invited to attend, and bus transportation will be provided. They had developed skill cluster areas, and the concept would be explained to the students ahead of time. Students would receive brochures in their English classes describing skills and companies employing people with these skills. They would have panels with resource people, and they believed this concept would expose students to many occupations. In addition, there would be representatives from a number of businesses to discuss career ladder opportunities with individual companies. The larger corporations were being asked to target three specific occupations where labor shortages were anticipated in the future. Then there would be a series of workshops on resume writing and how to interview. Special workshops would be held for Spanish and Vietnamese speaking students.

Ms. Stern said that plans were underway for a major countywide fair to be held at the College within the next two years. In addition to the Career Connection, they had a program and evaluation committee, counseling committee, and public relations committee. The program and evaluation committee was in the process of developing criteria for determining if programs offered by MCPS and Montgomery College fulfilled community needs. The committee would start with printing courses. The public relations committee was responsible for publicizing and promoting all of their activities and for formulating plans for promoting vocational education. They planned a newsletter for schools, PTAs, business groups, labor unions, and chambers.

Ms. Stern explained that the counseling committee was formed because of their continuing concern about insuring that school counselors had accurate and up to date information on vocational programs and were aware of career ladder opportunities. Ms. Stern said they were also involved in integrating academic

and vocational curricula. They had targeted the proposed Germantown high school as a model program. Discussions had been held with members of the County Council and some members of the Board of Education and other local and state officials. This would continue to be one of their major objectives for the coming year. She thanked Dr. Rybka, Mrs. Hobbs, and Mark Levine, a member of the Career Connection.

Ms. Stern stated that they were recommending the establishment of an integrated academic and vocational high school for the up-county area. Since it was estimated that it would take a minimum of five years to develop programs for the school, they recommended that a group be formed immediately to study the feasibility of establishing such a high school in Germantown. It would serve as a pilot for future program development and as a model for the state and nation.

Mrs. Praisner said she would be interested in knowing how the concept for the integrated high school would differ from the way the Edison Center had been placed at Wheaton High School. She was not familiar with the term, "integrated high school" and wondered whether they were talking about a comprehensive high school. Ms. Stern replied that they were talking about a school where the students were not assigned to either an academic or a vocational program. The vocational courses would be upgraded so that the students would be exposed to higher level math and science and also where the academic students could enroll in the vocational programs. Mrs. Praisner explained that MCPS students were not in tracks, and she had been told that some students at Edison went on to college.

Ms. Stern explained that the up-county did not have an Edison Center, and they had a limited number of vocational courses. There had also been talk about a math/science magnet. They were talking about increasing the number of vocational courses and adding math/science courses. Mrs. Praisner recalled that the Board had discussed this in the past including discussions of a separate unit or as part of an existing high school. She assumed the superintendent would be responding to these recommendations.

Dr. Pitt indicated that he would be providing a response. He agreed that more youngsters should get exposed to the world of work and work opportunities.

Mrs. DiFonzo commented that all three of her children had taken a year of vocational/technical courses along with an academic program. Because a student might be college oriented, did not mean that any youngster was precluded from taking any course that MCPS offered.

Dr. Cronin noted that the committee had two recommendations which appeared to be in conflict. He noted that in their last discussion with the up-county advisory board there was concern



that a special high school would draw from the vocational programs in the other schools. They did not want to destroy the comprehensive high school while creating an Edison-type school up-county. As they attempted to strengthen the 2+2 program which was coming out of the Germantown campus, he wondered if a new school up-county might threaten that program. He would like the superintendent to discuss these when he made his recommendations.

Mr. Ewing said that there was a statement in the committee's report that students inquiring about enrolling in vocational programs were discouraged from doing so. He assumed in the first place that it was not the policy of the school system to discourage anyone from doing that. Secondly, he would have thought that most counselors would encourage students to go for the highest level of education students could be expected to achieve and that counselors would not discourage people.

Ms. Stern explained that what they were hearing was that counselors did not have enough information about the vocational courses, about career opportunities, etc. The Board of Trade had been conducting a lot of interviews with students, and the students were telling them that they could not get information.

Dr. Shoenberg thanked the committee for their report.

Re: EXECUTIVE SESSION

The Board met in executive session from 12:30 to 1:50 p.m. and discussed legal issues, personnel matters, and appeals.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Nancy Taubman
2. Ralph DeAngelis
3. Kathleen Fulcomer
4. Michael Fulcomer
5. Robert Atwood, Montgomery County Journalism Teachers
6. Ms. Evanthia Lambrakopoulos, TEMCO
7. Joanna Weiss
8. Josh Auerbach

RESOLUTION NO. 162-90 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

WHEREAS, Funds have been budgeted 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:

COG 1067	Regular Unleaded Gasoline AWARDEE Steuart Petroleum	\$1,342,350
84-14	Annual Audits of Montgomery County Public Schools Financial Reports - Three year Extension AWARDEE Peat Marwick Main and Company	\$ 246,000
113-89	Fresh Produce - Extension AWARDEE Lexington Produce Company	\$ 280,000
81-90	LCD Data Imaging System AWARDEES Kunz, Inc. Landon Systems Corporation Peirce-Phelps, Inc. Nicholas P. Pipino Associates	\$ 15,630 4,710 14,350 29,150
	TOTAL	----- \$ 63,840
89-90	Art Supplies AWARDEES Chaselle, Inc. Elgin School Supply Company, Inc. Interstate Office Supply Company Latta's, Inc. National Office and School Supplies Corp. Pyramid School Products Service Reproduction Company Standard Stationery Supply Company	\$ 121,077 20,892 9,361* 900 13,493 39,603 6,324 3,006
	TOTAL	----- \$ 214,656
101-90	Upright, Grand and Electronic Pianos AWARDEES Snyder's Sales/Service T/A Festival of Music Veneman Music Company	\$ 75,616 6,380
	TOTAL	----- \$ 81,996
	TOTAL OVER \$25,000	\$2,228,842

\*Denotes MFD vendors

RESOLUTION NO. 163-90 Re: BRIGGS CHANEY MIDDLE SCHOOL

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

WHEREAS, On March 1, 1990, the following bids were received for the construction of Briggs Chaney Middle School:

CONTRACTOR	BID AMOUNT
The Gassman Corp.	\$10,340,000
Regina Construction Corporation	10,614,000
Dustin Construction, Inc.	10,676,000
Centennial Contractors	10,750,000
Kimmel & Kimmel, Inc.	10,791,000
Henley Construction, Inc.	10,794,000
Glen Construction Company, Inc.	10,883,300
Jowett, Incorporated	11,468,000

and

WHEREAS, The low bidder has completed several MCPS projects satisfactorily; and

WHEREAS, The low bid is within staff's estimate of \$10,500,000; and

WHEREAS, This resolution is a confirmation of the contract award to The Gassman Corp. that was approved through a polling of Board members on March 5, 1990; now therefore be it

RESOLVED, That a contract be awarded to The Gassman Corp. in the amount of \$10,340,000 for the construction of Briggs Chaney Middle School in accordance with plans and specifications prepared by SHWC, Architect.

RESOLUTION NO. 164-90 Re: INTERIOR MODIFICATIONS AT FRANCIS SCOTT KEY MIDDLE SCHOOL

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

WHEREAS, The following sealed bids were received on March 6, 1990, for the interior modifications at Francis Scott Key Middle School:

March 13, 1990

BIDDER	BASE BID
1. Bob Porter Company, Inc.	\$1,344,000
2. Henley Construction Co., Inc.	1,504,000
3. Columbia Construction Co., Inc.	1,513,000
4. Caldwell & Santmyer, Inc.	1,515,000
5. Ruppert Brothers Construc. Co., Inc.	1,575,000
6. Northwood Contractors, Inc.	1,594,000
7. Ernest R. Sines, Inc.	1,680,000
8. H. V. Lancon Construction Co.	1,842,000

and

WHEREAS, The low bid is slightly over the staff estimate of \$1,300,000; however, sufficient funds are available for contract award; and

WHEREAS, Bob Porter Company, Inc., has done similar type construction in the Washington metropolitan area; now therefore be it

RESOLVED, That a \$1,344,000 contract be awarded to Bob Porter Company, Inc., for the interior modifications at Francis Scott Key Middle School in accordance with plans and specifications prepared by Arley J. Koran, Architect.

RESOLUTION NO. 165-90       Re: CABLE TV/TELECOMMUNICATIONS NETWORK  
INSTALLATIONS AT VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids for cable TV/telecommunications network installations were received on March 1, 1990, for Garrett Park, Kensington-Parkwood, and Poolesville elementary schools and Poolesville Junior/Senior High School:

SCHOOL	BIDDER	BID
Garrett Park ES	Harbei Communications Corp.	\$ 8,550
	B & L Services, Inc.	9,700
	Lite-Way Communications, Inc.	9,774
Kensington-Parkwood ES	Harbei Communications Corp.	8,600
	Lite-Way Communications, Inc.	9,170
	B & L Services, Inc.	9,700
Poolesville ES	B & L Services, Inc.	10,800
	Lite-Way Communications, Inc.	11,874
	Harbei Communications Corp.	12,800

Poolesville JHS/HS	B & L Services, Inc.	19,400
	Lite-Way Communications, Inc.	19,418
	Harbei Communications Corp.	22,050

and

WHEREAS, The low bids are within the staff estimates for \$36,000 for the three elementary schools and \$20,000 for the high school, and funds are available to award the contracts; now therefore be it

RESOLVED, That a \$17,150 contract be awarded to Harbei Communications, Inc., for the installation of cable TV/telecommunications networks at Garrett Park and Kensington-Parkwood elementary schools; and be it further

RESOLVED, That a \$30,200 contract be awarded to B & L Services, Inc., for the installation of cable TV/telecommunications networks at Poolesville Elementary and Poolesville Junior/Senior High schools.

RESOLUTION NO. 166-90      Re:    AWARD OF CONTRACT FOR WASTE  
  COMPACTORS FOR VARIOUS SCHOOLS

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

WHEREAS, Sealed bids were received on February 26, 1990, for the waste compactors for Montgomery Knolls Elementary School, Julius West Middle School, and Ridgeview Intermediate School in accordance with MCPS Procurement Practices; and

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

WHEREAS, The low bid is within budget estimate, and sufficient funds are available to award the contract; now therefore be it

RESOLVED, That a contract be awarded to the low bidder for the project and amount listed below:

PROJECT	AMOUNT
Waste Compactors for Montgomery Knolls ES, Julius West MS, and Ridgeview IS LOW BIDDER: Bennett Equipment Service	\$20,250



March 13, 1990

WHEREAS, The law also requires County Council approval before the Board of Education can enter into contracts with the artist; now therefore be it

RESOLVED, That the Board of Education enter into the following contractual agreement subject to County Council approval for a work of art at Broad Acres Elementary School:

ARTIST	WORK	COMMISSION
Judith Inglese	Ceramic Tile Mural	\$12,000

and be it further

RESOLVED, That the County Council be requested to approve the above commission to the indicated artist.

RESOLUTION NO. 169-90      Re:    WORK OF ART FOR OLNEY ELEMENTARY SCHOOL

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

WHEREAS, Authorization for the selection of artists to receive commissions to produce works of art is delineated in Article V, Section 1, Chapter 8, "Buildings," of the MONTGOMERY COUNTY CODE; and

WHEREAS, Staff has employed the established selection procedures; and

WHEREAS, The Montgomery County Arts Council has participated in the selection as required by law; and

WHEREAS, Funds have been appropriated for this purpose in the FY 1990 Capital Improvements Program; and

WHEREAS, The law also requires County Council approval before the Board of Education can enter into contracts with the artist; now therefore be it

RESOLVED, That the Board of Education enter into the following contractual agreement subject to County Council approval for a work of art at Olney Elementary School:

ARTIST	WORK	COMMISSION
Tara Holl	Stained Glass	\$3,000

and be it further

RESOLVED, That the County Council be requested to approve the above commission to the indicated artist.

RESOLUTION NO. 170-90      Re:    WORK OF ART FOR STEDWICK ELEMENTARY SCHOOL

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

WHEREAS, Authorization for the selection of artists to receive commissions to produce works of art is delineated in Article V, Section 1, Chapter 8, "Buildings," of the MONTGOMERY COUNTY CODE; and

WHEREAS, Staff has employed the established selection procedures; and

WHEREAS, The Montgomery County Arts Council has participated in the selection as required by law; and

WHEREAS, Funds have been appropriated for this purpose in the FY 1990 Capital Improvements Program; and

WHEREAS, The law also requires County Council approval before the Board of Education can enter into contracts with the artists; now therefore be it

RESOLVED, That the Board of Education enter into the following contractual agreement subject to County Council approval for a work of art at Stedwick Elementary School:

ARTISTS	WORK	COMMISSION
Lilli Ann and Marvin Rosenberg	Ceramic Tile Mural	\$9,000

and be it further

RESOLVED, That the County Council be requested to approve the above commission to the indicated artists.

RESOLUTION NO. 171-90      Re:    GRANT OF STORM DRAIN EASEMENT AND  
RIGHT-OF-WAY TO MONTGOMERY COUNTY  
AT ROCK CREEK FOREST ELEMENTARY  
SCHOOL

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

WHEREAS, The Montgomery County Government is planning to improve





RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to effect within the FY 1990 Provision for Future Supported Projects the following categorical transfer:

CATEGORY	FROM	TO
1 Administration	\$45,000	
2 Instructional Salaries		\$ 6,000
3 Other Instructional Costs		39,000
	-----	-----
TOTAL	\$45,000	\$45,000

and be it further

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

RESOLUTION NO. 174-90      Re:    FY 1990 CATEGORICAL TRANSFER WITHIN  
THE MARYLAND'S TOMORROW PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to effect the following FY 1990 categorical transfer of \$14,500 within the Maryland's Tomorrow program financed by state and federal Job Training Partnership Act funds in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
2 Instructional Salaries		\$14,500
7 Pupil Transportation	\$14,500	
	-----	-----
TOTAL	\$14,500	\$14,500

and be it further

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

RESOLUTION NO. 175-90      Re:    FY 1990 CATEGORICAL TRANSFER WITHIN  
THE STATE CATEGORICAL AID FOR  
VOCATIONAL-TECHNICAL EDUCATION  
PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to effect the following FY 1990 categorical transfer of \$5,046 within the state categorical aid for vocational-technical education program as funded by the Maryland State Department of Education, in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
3 Other Instructional Costs		\$5,046
10 Fixed Charges	\$5,046	
	-----	-----
TOTAL	\$5,046	\$5,046

and be it further

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

RESOLUTION NO. 176-90      Re:    UTILIZATION OF FY 1990 FUTURE  
SUPPORTED PROJECT FUNDS FOR A  
HOME/SCHOOL COOPERATION PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects a grant award of \$1,000 from the Maryland State Department of Education under Title I of the Elementary and Secondary Education Act of 1965, as enacted by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvements Amendments of 1988; Chapter 2, Educational Improvements, to create, as part of the school's home/school cooperation project, an activity, book, and toy-lending library for parental use in Category 3--Other Instructional Costs; and be it further

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

RESOLUTION NO. 177-90      Re: UTILIZATION OF FY 1990 FUTURE  
SUPPORTED PROJECT FUNDS FOR THE  
STATE LITERACY WORKS PROJECT

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects a grant award of \$33,297 from the Maryland State Department of Education for the literacy works program in the following categories:

2	Instructional Salaries	\$ 4,630
3	Other Instructional Costs	28,297
10	Fixed Charges	370
		-----
	TOTAL	\$33,297

and be it further

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

RESOLUTION NO. 178-90      Re: UTILIZATION OF FY 1990 FUTURE  
SUPPORTED PROJECT FUNDS FOR  
DEVELOPMENT AND IMPLEMENTATION OF  
THE MARYLAND EDUCATION PROJECT

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects an award of \$10,500 from the Maryland State Department of Education under the U.S. Department of Education's Secretary's Fund for Innovation in Education for development and implementation of training at schools participating in the Maryland Education Project in the following categories:

1	Administration	\$ 9,746
10	Fixed Charges	754
		-----
	TOTAL	\$10,500

and be it further

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

RESOLUTION NO. 179-90      Re:    SUBMISSION OF AN FY 1990 GRANT  
 PROPOSAL TO DEVELOP DEMONSTRATION  
 PROJECTS TO IDENTIFY AND TEACH  
 SKILLS NECESSARY FOR SELF  
 DETERMINATION TO YOUTH WITH  
 DISABILITIES

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1990 grant proposal for approximately \$126,000 to the U.S. Department of Education under the Secondary Education and Transitional Services for Handicapped Youth Program to develop self-determination skills in youth with disabilities; and be it further

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

RESOLUTION NO. 180-90      Re:    MONTHLY PERSONNEL REPORT

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

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

RESOLUTION NO. 181-90      Re:    EXTENSION OF SICK LEAVE

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

WHEREAS, The employee listed below has suffered serious illness;  
 and

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

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

NAME	POSITION AND LOCATION	NO. OF DAYS
Padilla, Valerie	Classroom Teacher Beverly Farms ES	10

RESOLUTION NO. 182-90      Re: DEATH OF DR. DOLORES H. BACHTEL,  
PRINCIPAL, LONGVIEW 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 February 16, 1990, of Dr. Dolores H. Bachtel, principal of Longview School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In over 23 years with the Montgomery County Public Schools, Dr. Bachtel was a leader in the field of special education and an advocate for children with special needs; and

WHEREAS, As principal of Longview, Dr. Bachtel was dedicated and committed to providing an appropriate instructional program for her students and was responsible for the implementation of the first program for severely and profoundly handicapped students in the county; and

WHEREAS, Through her work on the board of the Special Olympics in Montgomery County and as a member of other professional organizations for the handicapped, Dr. Bachtel stressed respect for the individual worth of the special needs child, continuity of program so that acquired skills would not be lost, and appropriate instruction to meet developmental levels of all children; and

WHEREAS, So many special needs parents, students, and former students have lost a friend, teacher, and principal; now therefore be it

RESOLVED, That the members of the Board of Education and the superintendent of schools express their profound sorrow at the death of Dr. Dolores H. Bachtel and extend deepest sympathy to her family; and be it further

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

RESOLUTION NO. 183-90      Re: DEATH OF MRS. DEVOTA A. OBELENUS,  
MEDIA ASSISTANT AT FARMLAND  
ELEMENTARY SCHOOL

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

WHEREAS, The death on February 18, 1990, of Mrs. Devota A. Obelenus, a media assistant at Farmland Elementary School, has deeply saddened the staff and members of the Board of Education;

and

WHEREAS, Mrs. Obelenus' spirit of cooperation, positive attitude and friendly manner endeared her to the students and staff; now therefore be it

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

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

RESOLUTION NO. 184-90 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Steven G. Seleznow	Leave for Unusual and Imperative Reasons	Principal White Oak MS Effective: 7-1-90

RESOLUTION NO. 185-90 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Giles R. Benson	Acting Director Division of Supply & Prop. Management	Director, Division of Supply & Prop. Management Effective: 3-14-90

RESOLUTION NO. 186-90 Re: PERSONNEL TRANSFER

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

RESOLVED, That the following personnel transfer be approved:

March 13, 1990

TRANSFER	FROM	TO
Carlos Hamlin	Asst. Principal Einstein HS	Asst. Principal Briggs Chaney MS Effective: 4-14-90

Re: USE AND APPLICATION OF MODULAR  
CONSTRUCTION IN SCHOOL FACILITIES

Dr. Philip Rohr, associate superintendent for supportive services, explained that the paper before the Board had an attachment listing where they had placed 112 modular classroom units since Gaithersburg High School was constructed in 1985. They had been very pleased with the construction and the results. They had built the entire Strawberry Knoll Elementary School with modulars with the exception of the core. Their enthusiasm, however, was tempered by the cost. They had made efforts to try to interest other firms to providing the type of unit they thought was necessary. The unit should be high quality, have a long life, and be accepted by the staff and the community.

Dr. Rohr reported that they had visited some other school districts and were not pleased by the construction of their modular classrooms. Conceptually, they still believed it was a good thing to do. Right now they had the equivalent of four fairly large elementary schools in their inventory that were modular and could be moved. They had bid several schools with alternate to construct 20 percent of the classrooms as modulars, but the difference in cost was approximately 10 percent.

Dr. Rohr said that they were constructing the classrooms all at once if they foresaw a need for the additional classrooms in a few years. However, the County Council had adopted a practice of not constructing the rooms initially if it would be two or more years before the rooms were needed. He explained that these decisions were being made at the MCPS staff level based on cost and need. They were proposing that the superintendent would make these recommendations in his CIP and the Board would make these decisions based on demographics and cost.

Dr. Cronin pointed out that they were spending 10 to 20 percent more for construction that was comparable to permanent construction. However, they would not see the pay back until they actually moved the units to another building. In which case, the cost in the other building would be virtually eliminated because of the piece coming on site. He asked if they had seen any other system move these units. Dr. Rohr replied that they had not, but the type of construction was identical to that of relocatable classrooms. They had a great deal of experience in relocating those units.



Dr. Cronin asked if they had done a projection of costs for breakdown and relocation at another site versus new construction.

Mr. Richard Hawes, director of the Division of Construction, replied that they could develop those costs. Dr. Cronin suggested that this was the key as to whether modulars were cost effective. Mr. Hawes indicated that they planned to have this information as part of the capital budget.

It seemed to Mr. Ewing that it would be useful for the Board to have a policy. While he agreed they ought to have cost factors available, he did not know that he thought cost factors alone would permit the Board to make the most reasonable decisions about modular construction. The reason why the Board encouraged the superintendent to move in this direction was the fact that they had closed a number of schools that were much too close to one another given declining enrollment in some parts of the county. It would be foolish of them to build a lot of new schools without thinking about that experience. He suggested they needed a policy building in the cost factors, distance between school buildings, and expectations about future population decline. He thought that if they had criteria they could make some good decisions.

Mr. Ewing commented that modular construction was a very good idea. While school systems in this country had not been doing this very long, in Europe modular construction had been in place in public facilities for 40 years or more. In Montgomery County, they had built Strawberry Knoll in such a fashion that the central core could be used for other purposes including community use. This was good planning and needed to be part of the Board's agenda for the future.

Mr. Goldensohn thought it was critical that they pursued the finding of another contractor, not just to protect the price but to protect the availability. He did not like relying on a sole source for a product. He asked whether they anticipated moving any of these units in the next year or two. Dr. Rohr replied that they had no plans to move any in the next few years. In the mid 1980's they thought there would be a decline in some areas of the county, and it now looked like this would not occur. They thought that in 10 to 15 years they would be moving some of these units, and he was not as convinced of that now. It might be 20 to 25 years, and if the units were that old they would have to think about modernization when the units were moved. The firm that was the sole source could also take apart the units and place them. There were other firms doing that kind of work.

Dr. Shoenberg asked if staff could think of a form a policy might take which would provide useful guidance. Dr. Rohr thought that any policy would include time as an important factor as well as closeness of the geographic area to another facility. Dr. Shoenberg thought the policy would include when they decided to

include modulars as part of the construction. Dr. Rohr thought they could develop a policy to give staff guidance. Dr. Shoenberg said that while he would be interested in seeing something, he thought it had to be useful to staff. Dr. Cronin thought they should be thinking of tearing down parts of schools when they were built close together and then turning them over as a part of a recreation center. He said they also had to look at cost and what they could do with those pieces later. He agreed that they had to look at the time the modular was in place and the need for modernization before it could be used someplace else.

Dr. Shoenberg was concerned that at some future time when they had to move modulars a community might cite the policy as the reason for not moving the modulars. The policy might leave out a situation they could not have foreseen. However, he had the sense that the Board would like to see a draft of a policy.

Mrs. Hobbs asked whether modular construction in Montgomery County was limited to schools and homes. She asked whether the county government was using modular construction for anything. Dr. Rohr replied that they had used it for day care centers. Banks used modular construction all the time. In fact, the firm they used got into the business because of banks. Mr. Ewing reported that the U.S. Bureau of Prisons was using modular construction in some of its facilities.

Dr. Pitt recalled that the county government had encouraged MCPS to use modulars at the time because they were very concerned about overbuilding over a number of years. It was his feeling that modulars had a place and that they needed to continue to consider them. Any policy had to provide a good basis for decision making and give them flexibility for future decisions.

Mr. Goldensohn reported that modular construction was in common use particularly in the southwest. There were contractors all over the country producing modular office buildings, small retail complexes, churches, synagogues and so forth. It was not commonly used in school construction because of the special requirements of the program and construction standards.

Dr. Pitt commented that another reason for a policy was that people had short memories and people changed. Dr. Cronin asked about the share of this firm's production taken by MCPS. Mr. Hawes replied that it was not a very large percentage because the firm did work all over the eastern seaboard. MCPS probably accounted for about 10 or 15 percent of their business.

Dr. Shoenberg stated that it was the sense of the Board that they would like to see what a policy would look like.

Re: SUPERINTENDENT'S RESPONSE TO THE

## MID LEVEL TASK FORCE REPORT

Dr. Pitt explained that he had spent a good bit of time thinking about his responses. He wanted to highlight some significant issues. He called attention to the response on curriculum. He had responded that the recommendation called for considerable time and energy and could not be done in the short term. He wanted to make sure that the emphasis was on high expectations for academic achievement and student success as well as on meeting the unique developmental needs of the early adolescent. He believed it was in the delivery of their present curriculum that they needed to concentrate their efforts and not in major revisions. He thought the curriculum needed to be modified and focused, but he did not foresee major revisions. There also needed to be an effort to integrate parts of the curriculum.

Dr. Pitt reported that he was in favor of continuing interscholastic athletics at the mid level. He was in favor of modifying this so that more students got involved, and he was in favor of broadening intramural opportunities. He noted that in the real world students were competing outside of school, and he believed that in a school system they could emphasize the good things about interscholastic athletics and de-emphasize the intensity. The same was true with pom pons and cheerleaders.

Dr. Pitt pointed out that there were a number of requests that had to do with training. He believed they needed a training program focused in on the teachers and administrators at the mid level. He had a personal interest in using teachers as advisors and mentoring. He would like to see the middle school focus on every teacher being an advisor to an appropriate number of youngsters. He did not expect that they could get there immediately because of monetary and contractual concerns. In regard to organization and scheduling, he agreed with the idea that every school in the middle group should be called a middle school. He did support the interdisciplinary model and would promote it in terms of their approach. In regard to staffing, Dr. Pitt pointed out that the recommendation called for a departmental resource teacher and an interdisciplinary team leader. While he understood the rationale behind the recommendation, he pointed out that there might be 8 to 10 non-teaching periods. He did not believe they could have that many periods away from teaching children when the issue of small class sizes was a concern. He thought that there had been a variety of creative ways of looking at that, and he had asked staff to re-examine this issue.

Dr. Pitt commented that there was a recommendation for increased administrative support at the mid level. He felt that the issue of administrative support had to be looked at K-12. He believed that they did need more support because they staffed schools administratively the way they did 50 years ago. He was not sure

that this support ought to be all administrative or called an assistant principal. Some administrators had suggested more flexibility in this area. For example, the curriculum specialist was not administrative support but did support the curriculum issues that the principal had to work with.

Dr. Pitt thought that the task force had done an excellent job and should be commended. He believed they ought to be moving toward the 6-8 middle school. He thought the report had a great deal going for it, but he believed they should move slowly and carefully here.

Dr. Cronin requested a matrix which would show who would be responsible for following up on some of the activities, the timeframe, and what was the expected outcome. Secondly, throughout the report was a whole series of statements referring to training. Under new business, he planned to bring up a discussion at the Board table of training, how they set priorities, how they did the resources, and assured that the training needed would be funded.

Dr. Cronin called attention to the section referring to a variety of positions and other areas where there was no budget support. He asked whether in the future the budget could be restructured to provide this support. Dr. Pitt explained that he was not supporting this. He believed that there had to be a better way of getting at the problem without having so many non-teaching positions. Dr. Cronin said that he would like to see those alternative ways described before they got to the budget next year, and Dr. Pitt replied that he intended to do that.

Mr. Goldensohn said there was a statement that schools should be no larger than 1,100. He thought that MCPS was presently designing schools for 1,200. Dr. Pitt explained that while the capacity was 1,200, they used 90 percent of capacity. Mr. Goldensohn noted that the County Council was talking about a core that would support 1,200 students, and he thought they were anticipating the school would hold 1,200 students comfortably. Dr. Pitt said that he would like to see mid level schools smaller than that, but that was not something he had been able to convince the people involved. Mrs. DiFonzo commented that while they might be building a school for X-number of youngsters and figuring capacity at X minus 10 percent, when the County Council wanted to make a case for not building a new school or putting on an addition, they would focus on the 10 percent empty seats.

Dr. Pitt said that his response in the report was that restricting middle level schools to 1,100 was not practical during this time of rapid growth in certain areas of the county. Having two teams per grade level was also not practical during growth periods.

In regard to the curriculum, Mr. Goldensohn noted that the revised PROGRAM OF STUDIES was K-5, 6-8, and 9-12; however, they had four clusters that had indicated their desire to remain in a K-6, 7-8, 9-12 situation. He suggested that the programs available for sixth graders in the middle schools should be available to sixth graders in the elementary schools. Therefore, all of their sixth graders would receive a compatible program. Another option was to say that all schools must change to this new design. He asked how many of the current sixth grade teachers at middle schools had ever taught sixth grade in elementary school and had an elementary school teaching background.

In regard to the interscholastic sports and cheerleading, Ms. Serino reported that this issue got a lot of attention at their student Board member nominating convention. She had tried to make it clear to students that the Board had made no decisions, but the superintendent was planning to make a recommendation. Students who had spoken to her agreed that these activities should not be eliminated. They also agreed that intramural sports should be stressed more heavily, and there should be greater participation by students.

Ms. Serino stated that she was in favor of the teacher advisor program. She looked forward to this next year when she would be in college. One recommendation discussed leadership and service, and she thought that now that the National Junior Honor Society was gone they had to encourage this even more. She would like to see what the five affected schools were planning for next year.

Mr. Ewing said that a number of items made it very clear that both the task force and the superintendent were tending strongly in the direction of making the middle school 6-7-8. He personally did not have any problem with that, but they did have to think about how they got from here to there if, indeed, that was where they were headed. The Board had made it clear to the public that the choice was theirs. He hoped that at some juncture they would have a recommendation from the superintendent on making that transition without breaking their word. It seemed to him that what they had to do was set a timetable that said that in X-number of years the Board would again vote to decide whether everyone should conform.

Dr. Pitt remarked that he was not sure how to deal with this issue. They had to decide whether they were going to go with middle schools. He believed instructionally that this was the way to go. However, their present policy allowed flexibility, and he had tried to live by that in terms of dealing with the public.

Mrs. Praisner commented that they had had teacher advisor programs in the past and they went by the wayside for a variety

of reasons. It seemed to her that they needed to assess what happened then and what they were going to do now. She sensed there was support for this and that they should know what needed to be done based on their own previous experience with this issue. Dr. Pitt said he was in favor of the program, but it was not an easy place to get to because there were possible contractual problems.

Mrs. Praisner noted that there was one recommendation for flexibility in scheduling, and there was a recommendation for block scheduling. She had been told that no school was using block scheduling at this time. She was curious as to whether middle schools were still functioning under junior high school scheduling or whether they were encouraging middle school organization and flexibility. Dr. Joseph Villani, chair of the task force, replied that they did not have broad use of block scheduling. It was the committee's belief that a move toward that was something they ought to be doing. It was accurate to say they were still using junior high structures to run a middle school program.

Mrs. Praisner asked if the computer would assist them in this process. Dr. Villani reported that the computer could draw up the broad boundaries of the blocks, but it was up to the team to fill in the blocks. Mrs. Praisner noted that in the Washington area there were a lot of other school districts doing more than MCPS. Dr. Villani explained that up to now in Montgomery County they had not had a clarion call for middle school programs. There had never been a clear commitment to middle schools, and they still let communities decide whether they wanted a middle school or not. Some of the other counties like Frederick or Howard had made a clear commitment to middle schools.

Mrs. Praisner pointed out that the majority of their middle level schools were now middle schools. The reality was that there was an organizational structure, some experience, and a continuing commitment. It seemed to her they could not use the excuse of the three or four communities for not doing more with the communities already working in a middle school structure.

Dr. Cronin commented that the concept of mid level education was somewhat different from the concept of middle level school in that 6-7-8 was different from how they approached a child at this stage of their life. If they started tying the grade structure into whether or not they did this, it could cause them to lose the impetus. A considerable part of the methodology could be done in 7-8. He thought he was hearing the commitment of staff, principals, area office, and central office to do it. He hoped that the intention of the Board was clear that they wanted to go

in this direction. It was not contingent upon mandating 6-7-8 but rather mandating an approach to a child at a certain point in his life which they thought had positive educational benefits.

Dr. Shoenberg stated that this afternoon Board members had gotten themselves involved in a variety of issues that were largely administrative. He thought they had gone beyond their license in some of the issues that had been raised today. Having said that, he thought they needed the wherewithal to take some actions. They needed a general approval of the sense of the task force report and any actions that were policy issues in order to implement the report. They needed some kind of solution to act on this spring to the issue Mr. Ewing raised. They had gone toward a K-5, 6-8, 9-12 structure, and they had to consider whether it was now necessary to say it was no longer a matter of choice. The superintendent had expressed the difficulties they all saw in getting there. Dr. Shoenberg wondered about a group of Board members and senior staff members getting together to develop a policy.

Dr. Pitt commented that there was another issue which was where the Council came down on providing funding for building several middle schools. Dr. Shoenberg asked staff to bring to them in the near future a resolution appropriate for implementing the recommendations of the task force. Dr. Pitt said that bringing a recommendation to the Board without the involvement of a few Board members would make it a cleaner process. He recommended that the staff provide this material.

Mrs. DiFonzo asked for some general expression of agreement from Board members before the staff proceeded. A majority of the Board expressed agreement.

RESOLUTION NO. 187-90      Re:    BROOKHAVEN AND HARMONY HILLS  
ELEMENTARY SCHOOL BOUNDARY CHANGES

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

WHEREAS, In November, 1989, a boundary change between Brookhaven and Harmony Hills Elementary Schools was recommended to improve utilization and enrollments at each school; and

WHEREAS, The Board of Education directed that potentially affected communities be informed of the proposed changes, and given an opportunity to participate in the process; and

WHEREAS, Staff from the schools, area and central offices met with representatives from each school and developed an alternative student assignment, subsequently holding a community

meeting to which all parents were invited to discuss each option; and

WHEREAS, The Board conducted a public hearing on March 5, 1990, on the revised recommendation for a boundary change between the two schools; now therefore be it

RESOLVED, That effective July 1, 1990, the boundaries for the two schools be modified as follows:

BROOKHAVEN ELEMENTARY SCHOOL: Receive from Harmony Hills Elementary all students living in the Georgian Court Condominiums and the Georgian Colony Townhouses, beginning with grades K-4. Students from this area will continue to attend Col. E. Brooke Lee Middle School and John F. Kennedy High Schools.

HARMONY MILLS ELEMENTARY SCHOOL: Send to Brookhaven Elementary School all students living in the Georgian Court Condominiums and the Georgian Colony Townhouses, beginning with grades K-4. Students from this area will continue to attend Col. E. Brooke Lee Middle School and John F. Kennedy High Schools.

RESOLUTION NO. 188-90      Re: REORGANIZATION OF THE DAMASCUS CLUSTER FOR MIDDLE SCHOOL

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

WHEREAS, The Damascus cluster, which conducted a study of middle schools involving the community, has requested middle school reorganization; and

WHEREAS, The Board of Education conducted a public hearing on the proposal on March 5, 1990; now therefore be it

RESOLVED, That the Damascus cluster reorganize for middle schools as soon as the necessary facilities are available; and be it further

RESOLVED, That the superintendent develop a plan to provide the necessary facilities, with a timetable for reorganization, for Board action in November, 1990 as part of the FY 1992 planning process.

Re: BOUNDARY CHANGES FOR SHERWOOD CLUSTER SCHOOLS

Mrs. DiFonzo moved and Dr. Cronin seconded the following:



WHEREAS, Community input was requested on the establishment of boundaries for the Brooke Grove Elementary School; and

WHEREAS, The superintendent recommended boundaries for Brooke Grove Elementary School after considering community and staff comments; and

WHEREAS, The Board of Education conducted a public hearing on March 5, 1990, on the recommendations; now therefore be it

RESOLVED, That effective July 1, 1990, the boundary for the new Brooke Grove Elementary School, Grades K-5, be as follows and that the boundaries for Belmont, Greenwood, Olney and Sherwood elementary schools be adjusted as follows:

BELMONT ES - Reassign the Briars Acres community and the undeveloped Barnsley property (the area west of Bowie Mill Road and south of Route 108) to Olney ES.

BROOKE GROVE ES - Receive from Olney ES all communities east of Georgia Avenue, including Hallowell, Highlands of Olney, Camelback Village, Timberland Estates, Lake Hallowell, Norbrook Village, and the future communities on the Christie property and the Village at James Creek property.

Receive from Sherwood ES residences along and accessed by Batchellors Forest Road (including Anscroft), and residents on the west side of Doctor Bird/Norwood Road (including Ashley Manor).

GREENWOOD ES - Receive from Sherwood ES residences in the area north of Brighton Dam Road accessed by New Hampshire Avenue. (Residences along Brighton Dam Road remain assigned to Sherwood ES).

OLNEY ES - Reassign all communities east of Georgia Avenue to Brooke Grove ES (see Brooke Grove above).

Receive from Belmont the area west of Bowie Mill Road and south of Route 108 (see Belmont above).

SHERWOOD ES - Reassign residences along and accessed from Batchellors Forest Road and west of Doctor Bird/Norwood Road to Brooke Grove ES (see Brooke Grove above).

Reassign the area north of Brighton Dam Road accessed by New Hampshire Avenue to Greenwood ES (see Greenwood above). (Residences along Brighton Dam Road remain assigned to Sherwood ES).

These assignments begin with grades K-4 in 1990-91 with the

exception of the reassignment of communities from Olney Elementary School to Brooke Grove Elementary School that begins with grades K-5 in 1990-91.

RESOLUTION NO. 189-90      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON BOUNDARY CHANGES FOR  
SHERWOOD CLUSTER SCHOOLS

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

RESOLVED, That the proposed resolution on boundary changes for Sherwood Cluster Schools be amended by postponing the decision to reassign Briars Acres from Belmont ES to Olney ES to the spring of 1991.

For the record, Dr. Cronin said he would not support this because he would prefer to see the decision done now and the students currently at Belmont allowed to stay at Belmont with transportation.

RESOLUTION NO. 190-90      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON BOUNDARY CHANGES FOR  
SHERWOOD CLUSTER SCHOOLS

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

RESOLVED, That the proposed resolution on boundary changes for Sherwood Cluster schools be amended by deleting the assignment of residences in the area north of Brighton Dam Road accessed by New Hampshire Avenue from Sherwood ES to Greenwood ES.

Re:    A MOTION BY DR. CRONIN TO AMEND THE  
PROPOSED RESOLUTION ON BOUNDARY  
CHANGES FOR SHERWOOD CLUSTER  
SCHOOLS (FAILED)

A motion by Dr. Cronin to amend the proposed resolution on boundary changes for Sherwood Cluster School by permitting students residing on the west side of Dr. Bird/Norwood Road including Ashley Manor currently assigned to Sherwood ES to remain at Sherwood with transportation provided failed with Dr. Cronin, Mrs. Hobbs, and Dr. Shoenberg voting in the affirmative; Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, and Mrs. Praisner voting in the negative; (Ms. Serino) abstaining.

RESOLUTION NO. 191-90      Re:    BOUNDARY CHANGES FOR SHERWOOD  
   CLUSTER SCHOOLS

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

WHEREAS, Community input was requested on the establishment of boundaries for the Brooke Grove Elementary School; and

WHEREAS, The superintendent recommended boundaries for Brooke Grove Elementary School after considering community and staff comments; and

WHEREAS, The Board of Education conducted a public hearing on March 5, 1990, on the recommendations; now therefore be it

RESOLVED, That effective July 1, 1990, the boundary for the new Brooke Grove Elementary School, Grades K-5, be as follows and that the boundaries for Belmont, Olney and Sherwood elementary schools be adjusted as follows:

BELMONT ES - Reassign the undeveloped Barnsley property (the area west of Bowie Mill Road and south of Route 108) to Olney ES.

BROOKE GROVE ES - Receive from Olney ES all communities east of Georgia Avenue, including Hallowell, Highlands of Olney, Camelback Village, Timberland Estates, Lake Hallowell, Norbrook Village, and the future communities on the Christie property and the Village at James Creek property.

Receive from Sherwood ES residences along and accessed by Batchellors Forest Road (including Anscroft), and residents on the west side of Doctor Bird/Norwood Road (including Ashley Manor).

OLNEY ES - Reassign all communities east of Georgia Avenue to Brooke Grove ES (see Brooke Grove above).

Receive from Belmont the Barnsley property, the area west of Bowie Mill Road and south of Route 108 (see Belmont above).

SHERWOOD ES - Reassign residences along and accessed from Batchellors Forest Road and west of Doctor Bird/Norwood Road to Brooke Grove ES (see Brooke Grove above).

These assignments begin with grades K-4 in 1990-91 with the exception of the reassignment of communities from Olney Elementary School to Brooke Grove Elementary School that begins with grades K-5 in 1990-91.

Re: PLANNING ACTIVITIES FOR FUTURE  
BOARD MEETINGS AND BOARD RETREAT

Dr. Cronin noted that yesterday he had submitted a memo on this topic which had not been included with other Board material. He asked that it be provided for this discussion.

Dr. Shoenberg reported that in informal conversations Board members had been exploring the possibility of a retreat at the end of July that would focus on "what should MCPS look like in the next five years?" The result of that retreat would be a consensus opinion paper of the current members of the Board. It would not require the superintendent to take any action or lead to any action on the part of the Board that would bind anyone for the future. It would be the wisdom of the Board as it was now constituted.

Dr. Shoenberg stated that part of the process was to be a discussion during the morning part of the April, May, June, and July Board meetings of some items they thought were important to discuss and which they had not spent much time talking about. Staff would provide documents relating to the topic under discussion. He had suggested some topics and had invited Board member additions to the list. Receiving none, he had put together a list of nine items for ranking. Six of the eight Board members did that ranking, and the results were on the first page of the handout they had just received. Some Board members did not feel that they were comfortable proceeding in that way and suggested alternative methods of grouping the items or alternative methods of ordering the discussion. One member suggested some additional topics. All of those were on the second page of the handout. It seemed to him that the first topic should be some discussion as to whether they still wanted to have a retreat at all.

Dr. Cronin thanked Dr. Shoenberg, Mr. Goldensohn, and Dr. Pitt for starting on this issue. He thought they had been discussing a number of the items on the handout. The retreat gave them an opportunity to pull some of those elements together in a kind of concerted way. He said they should continue with the retreat. He would like to offer a further modification, particularly on the extent of the curriculum and perhaps open that topic up to a more generalized kind of public retreat and ask the public what their input should be on the extent of curriculum. For example, what did the community think students should know by the year 2000 and beyond? After that, they might have a second public discussion of curriculum.

Mr. Ewing stated that he had some reservations both about the topics and about the retreat itself. They were planning to have a retreat in the summer of 1990 a few months before a newly

constituted Board would take office. Four of the people around the table now would not be here on December 1 as Board members. It seemed to him there was the likelihood that a newly constituted Board might have some different views. Therefore, he wondered about the utility of this exercise. While it did not result in any action, it did build up a whole set of expectations on the part of the public which a new Board might not wish to carry through. He understood why the present Board might wish to do this, and he would not offer a motion that they not do it. He hoped that there was no expectation of binding a future Board. The amount of time spent by the Board and staff on this without a payoff was questionable in his view. As for the topics, he was stunned by the absence of minority education as a topic. He knew that the consultant was scheduled to report in the summer, but when they had hired the consultant he had raised the question of whether they were going to give up talking about minority education until the recommendations were in. The answer from the superintendent was "no." Mr. Ewing could not conceive of having a retreat without talking about that issue because that was the place where they had the most serious unresolved problem. He thought the Board should think about it advertised the retreat and how much investment staff would put into it.

In regard to the minority student issue, Dr. Shoenberg said the issue would be on the table at the time of the retreat. The listing was of items about which the Board had not had much discussion and that they could make the focus of the morning session of four monthly Board meetings. This was not a list of items for the retreat. That was the reason minority education did not appear here. They had devoted a great deal of time to discussions of minority education over the last few months. As far as binding any future Board, he said there was no such expectation. The question of the involvement of staff time and Board time was a legitimate one. He reported that staff themselves had thought it would be well for them to focus on some of these issues.

Mrs. Hobbs stated that she did not rank the topics because she was not in favor of taking Board and staff time in pursuing this. She agreed with Mr. Ewing about the composition of the new Board after the November election. She felt that there were enough new business items to tend to, and she would prefer to devote the morning meetings for the next four months to cleaning up a large number of new business items.

Dr. Cronin said that Mr. Ewing had stated that four members would not be continuing - Ms. Serino, Dr. Shoenberg, Mr. Goldensohn, and Mrs. Praisner. There would be a replacement for Ms. Serino. At the time of the retreat there would be minimally four Board members who would be continuing. He would hope there would be a fifth Board member continuing, and they would find that out in November. He pointed out that a Board did not lose its

authority by having elections, neither did it lose its thought capacity by having elections. Perhaps one of the better legacies that could be left to a Board was to have some of the members going off lending their perspective from four to eight years.

Dr. Shoenberg felt that they had not had trouble getting their agenda cleaned up. The items that had been introduced could be dealt with, and even if some of them could not be dealt with they were dealing with a number of new business items piecemeal and in a vacuum. It was important for those members going off to take a step backward and take a look at those items in some larger context. For example, they were talking about a task force on the arts, and they had to look at the role they wanted the arts to play in the curriculum.

Ms. Serino commented that one of the best things an outgoing student government executive board could do for the next students was to leave an evaluation of their year. The incoming executive board might not agree with the priorities, but she thought that the experience of the outgoing Board members might be helpful for the Board to assess where they had been and for the new Board to know as well. She pointed out that the new student Board member would have been in office for only about three weeks. The new student Board member might have a difficult time seeing priorities and looking at the school system as a whole. She had requested that she be involved in the retreat. She thought that student opinion was important, and she did not want it to be lacking because of the timing of the retreat. She did not believe that the retreat was meant to develop mandates for the next Board of Education.

With regard to minority education, Mr. Ewing said it was his judgment that most of the time they had spent on minority education they had not been talking about it. They had not had serious debate. They had spent time hearing from staff, but there was never time for serious Board discussion. He commented that to argue that what they were trying to do was to leave a legacy meant they were trying to influence what the next Board was going to do. The problem he had with this was why they insisted on having a consensus of everyone on the Board when it was the legacy of somebody else that they were talking about. Over the years he had tried to get the Board to focus on larger issues. Last year he had written two papers, and he had received no response from Board members. No one was interested in talking about larger issues. Now in the summer before an election, people were interested. He thought it was the wrong time, and they should have been interested in doing this three, five, or six years ago.

Mr. Goldensohn stated that he originally had supported the idea of the retreat, and he still held to that concept. He found the exercise of the process of getting into these philosophy

questions was worthwhile. He was not about to take a four or five month vacation from new topics while they cleaned up the backlog. He felt that the process would be good for whoever took over in December. The work and study would have been done, and there was a base for them to operate from. It was almost like saying they should not make any major long-term decisions because they were lame duck members. He agreed with Mr. Ewing that minority education needed to be discussed in a true discussion among Board members, not just hearing a report. He also thought that they needed to devote more than an hour and a half to discuss this. While they probably would discuss minority issues at the retreat, he would like that particular issue discussed separately.

Mrs. Praisner associated herself with Mr. Goldensohn's comments.

Whatever the months left in her term, she intended to have comments and introduce new business. She was a member of the Board of Education until November 30 and intended to function as such. She would encourage staff and community to focus on issues both broad and specific. She did not see this as a legacy. She was interested in action and having a quality school system and having a part in that. She thought these issues were relevant issues for a school system and a board of education to discuss whether they were done on a retreat basis or in general business meetings, cluster meetings, special meetings, or discussions with the County Council or citizens as a whole. There was a lot of focus on these issues, and they were not unique to Montgomery County. She did not think there was any intention to impose anything on future Board members.

Dr. Cronin agreed with Mr. Ewing that they should not appear to take the Board away from the community. He would prefer to have that kind of discussion in the locality so those persons wishing to go on the Board might wish to come. He thought that any candidates for the Board should feel absolutely free to attend and to become part of the process.

Mrs. Hobbs said that the task force on the arts had been mentioned. She hoped that when that discussion came up that they would not be limited in the amount of time needed to discuss that item. There were things they had scheduled to discuss, and 45 minutes or an hour was not enough. There should be enough time for all Board members to ask questions and make statements. She felt they were too restricted by the kind of agendas that they have now. She would prefer to spend the next four months in discussing things and not being restricted in the amount of time allotted to each item.

Mrs. DiFonzo commented that she had participated in the ranking of the nine subject and had added two of her own. She agreed with many of the views that had been expressed. She did not think that a discussion of this nature would be binding on any

one coming in. This did not constrain the Board in 1983 when it came up with a set of priorities that were still in place although there had been several elections since then. She thought they had some global issues that they might come to closure on and move forward.

It seemed to Dr. Shoenberg that there were six Board members who were committed to moving forward with the retreat, one who would participate although he had questions about the advisability of it and one who was opposed to going ahead with this. The next question was what topics they wished to take up between now and then and how they wanted to organize those topics. They should add minority student education under other topics.

Dr. Cronin thought that they should have a discussion on the first six in the priority ranking. They already had an item coming to them on better integration in the schools, and they were dealing with the decision making process in a number of ways. Mr. Goldensohn suggested that it would push staff to get something pulled together for April 17. He thought that on April 17 the Board could have its own discussion of the top five items and now pick an item for the May presentation. Dr. Pitt hoped that they did not have high expectations for tremendous staff output here. He thought Dr. Shoenberg had said there might be requests for research information or staff might provide their perceptions during the discussion as opposed to asking staff to come up with a position or a major paper.

Dr. Cronin liked taking the first five items and having a Board discussion in April. In May they could get into some of the longer discussions with something like an ERIC search being provided to the Board rather than a major paper. Dr. Shoenberg explained that Dr. Kenneth Muir would be the point person on this. He might pull together two or three articles that were relevant, some relevant data, and perhaps a summary of information of what was happening in other school systems.

Mr. Goldensohn said they might sit down as a Board and talk about the first four or five items in 15-minute segments. They would get a feel for the views of other Board members. Then they could decide what items would be covered in which meetings. For example, they had not discussed the items in any depth. Dr. Shoenberg thought that perhaps they should plan on covering only three items on April 17. Mr. Ewing thought that Mr. Goldensohn's suggestion was a good one because he did not know what several of the items meant because the Board had not discussed them. He suggested that it would help the Board if Dr. Shoenberg would provide more information on what was meant by each of the items.

Dr. Shoenberg said that there was general agreement to get at what was meant by the items and which questions they might want to focus on. Dr. Cronin agreed that at the next session they



should start the talking time. Mr. Goldensohn suggested the top four items on the list. Dr. Shoenberg asked if Board members thought any items on the second page might be more important to discuss. He noted that Mr. Ewing and Mrs. Praisner had suggested ways of organizing the discussions. He thought that Mr. Ewing wanted to take one morning to discuss minority education. He said they would add that to the group and get Mr. Ewing to expand on some of the things they needed to talk about.

Dr. Shoenberg said the next question was the location of the retreat. Mr. Ewing had suggested saving some funds for the new Board and not spend funds on a retreat at some distance. The retreat could be scheduled at a local facility. It was agreed that the retreat would be scheduled on July 26 and 27 and would be held locally.

Re: BOARD MEMBER COMMENTS

1. Mr. Goldensohn reported that the Odyssey of the Mind was held and 40 schools participated. He said that some schools would go on to the state competition on April 28, and he requested that staff develop a list of all category winners. Dr. Pitt thanked Mr. Goldensohn for the commitment he had made to Odyssey of the Mind. He was excited about the enthusiasm shown by students and parents. Mr. Goldensohn indicated that there were at least six other schools there observing so that they could participate next year.

2. Ms. Serino said that last Thursday the students had held the nominating convention for the next student Board member. Robert Yoon, Rockville High School, and David Chang, Churchill High School, were the two finalists. She indicated that they had 205 voting delegates in grades 7 through 12 which was the highest number of voting delegates they had had.

3. Ms. Serino commented that the Board had congratulated the leaders in the Richard Montgomery High School community. She wanted to thank the students, parents, and younger brothers and sisters who came out for the rally and who were from all corners of the county.

4. In regard to the monthly financial report, Mr. Ewing stated that it was important for the Board to say something to the county executive and Council about the situation with regard to transportation costs. For several years running, the Council had not provided MCPS with adequate funding for transportation, and the result was that the money for that came out of the classroom because of actions taken to deal with the deficit. He felt that it was important to point this out in a very direct way. Secondly, the Board needed to address the issue of legal fees because it took far too much money away from education. Dr. Pitt replied that he had asked Dr. Smith to come up with some

recommendations on legal fees. They hoped to have some very creative approaches for Board consideration this summer.

5. Dr. Cronin pointed out that in a number of instances they had been concerned about security in schools. The Board had asked the superintendent to discuss security, but this discussion would have to take place in executive session.

RESOLUTION NO. 192-90      Re:    EXECUTIVE SESSION - MARCH 26, 1990

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

WHEREAS, The Board of Education 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 March 26, 1990, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508.

Re:    JOURNALISM AS A PRACTICAL ART

On February 13, 1990, Ms. Serino moved and Dr. Cronin seconded the following:

WHEREAS, Many students enrolled in journalism classes currently receive instruction in reporting, writing, interviewing, and a process of laying out copy and other skills; and

WHEREAS, These skills are ones that lend themselves to various careers; and

WHEREAS, The journalism curriculum does not officially meet the standards for a practical arts credit; now therefore be it

RESOLVED, That the Board of Education directs the staff of OIPD to restructure the program of studies of the journalism classes to satisfy the requirements for a practical arts credit; and be it further

RESOLVED, That this restructuring occur this summer so that the journalism students enrolled next fall will receive practical arts credit.

Re: A SUBSTITUTE MOTION BY MR.  
GOLDENSOHN ON JOURNALISM AS A  
PRACTICAL ART

Mr. Goldensohn moved and Dr. Cronin seconded the following:

RESOLVED, That the Board of Education directs the superintendent to determine which journalism classes are most appropriate for practical arts credit and develop a plan for implementing that curriculum.

Re: A SUBSTITUTE MOTION BY DR. CRONIN  
ON JOURNALISM AS A PRACTICAL ART  
(FAILED)

A substitute motion by Dr. Cronin that the Board of Education designates Introduction to Journalism and Journalism 1150, 1151, 1152, and 1153 as satisfying the practical arts requirement failed with Dr. Cronin and Ms. Serino voting in the affirmative; Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, Mrs. Hobbs, Mrs. Praisner, and Dr. Shoenberg voting in the negative.

Re: A RESTATEMENT OF MR. GOLDENSOHN'S  
SUBSTITUTE MOTION ON JOURNALISM AS  
A PRACTICAL ART

Mr. Goldensohn restated his motion as follows:

RESOLVED, That the Board of Education directs the superintendent to determine which of any journalism classes are most appropriate for practical arts credit and develop a plan for the curriculum of those courses for conformity as needed; and be it further

RESOLVED, That the report would come back to the Board this summer for determination as to whether journalism students could receive credit for fall.

Re: AN AMENDMENT BY MRS. PRAISNER ON  
JOURNALISM AS A PRACTICAL ART  
(FAILED)

A substitute motion by Mrs. Praisner that the superintendent also be directed to review other courses that might meet that practical arts requirement as well failed for lack of a second.

Re: A SUBSTITUTE MOTION BY MR.  
GOLDENSOHN ON JOURNALISM AS A

## PRACTICAL ART (FAILED)

The following substitute motion by Mr. Goldensohn failed of adoption with Dr. Cronin, Mr. Ewing, and Mr. Goldensohn voting in the affirmative; Mrs. Hobbs voting in the negative; Mrs. DiFonzo, Mrs. Praisner, Ms. Serino, and Dr. Shoenberg abstaining:

RESOLVED, That the Board of Education directs the superintendent to determine which of any journalism classes are most appropriate for practical arts credit and develop a plan for the curriculum of these courses for conformity as needed; and be it further

RESOLVED, That the report would come back to the Board this summer for determination as to whether journalism students could receive credit for fall.

Re: AN AMENDMENT BY MR. EWING TO THE  
PROPOSED RESOLUTION ON JOURNALISM  
AS A PRACTICAL ART (FAILED)

An amendment by Mr. Ewing that the Board of Education designates Introduction to Journalism and Journalism 1150 as practical arts courses failed with Dr. Cronin and Mr. Ewing voting in the affirmative; Mrs. DiFonzo, Mrs. Hobbs, Mrs. Praisner, Ms. Serino, and Dr. Shoenberg voting in the negative; Mr. Goldensohn abstaining.

Re: JOURNALISM AS A PRACTICAL ART  
(FAILED)

The following motion by Ms. Serino (restated) failed of adoption with Dr. Cronin, Mr. Ewing, Mr. Goldensohn, and Ms. Serino voting in the affirmative; Mrs. DiFonzo, Mrs. Hobbs, Mrs. Praisner, and Dr. Shoenberg voting in the negative:

WHEREAS, Many students enrolled in journalism classes currently receive instruction in reporting, writing, interviewing, and a process of laying out copy and other skills; and

WHEREAS, These skills are ones that lend themselves to various careers; and

WHEREAS, The journalism curriculum does not officially meet the standards for a practical arts credit; now therefore be it

RESOLVED, That the Board of Education designates the five journalism courses as qualified for the practical arts credit; and be it further

RESOLVED, That the Board of Education directs the superintendent to restructure the program of studies of the journalism, if necessary, to satisfy the requirements for a practical arts

credit; and be it further

RESOLVED, That this restructuring occur this summer so that the journalism students enrolled next fall will receive practical arts credit.

RESOLUTION NO. 193-90 Re: DISCUSSION OF NAACP REPORT

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

RESOLVED, That the Board of Education discuss the recommendations of the NAACP task force on the decline of enrollment and graduation of black males from institutions of higher education, as the recommendations pertain to MCPS.

RESOLUTION NO. 194-90 Re: DISCUSSION OF SCHOOL CONSTRUCTION COSTS

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

RESOLVED, That in light of the continuing public comment about school construction cost increases, the Board schedule a discussion about school construction cost increases so that it could address some of the criticisms that have been made and have a sense of the causes of the increases.

RESOLUTION NO. 195-90 Re: RENAMING OF TITLE IX ADVISORY COMMITTEE

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

WHEREAS, On July 19, 1977, by Board Resolution No. 483-77, the Board of Education established the Title IX Advisory Committee; and

WHEREAS, Since the establishment of the committee, there has been confusion regarding the goals and functions of the committee; and

WHEREAS, On February 28, 1990, the committee recommended that the title of the committee be changed to reflect the role, function, and goals of the group; now therefore be it

RESOLVED, That the name of the Title IX Advisory Committee be changed to "Title IX Gender Equity Advisory Committee."

Re: DISCUSSION OF PROCESS TO SUBMIT

NAMES TO COUNTY COUNCIL COMMISSION  
TO REVIEW EFFICIENCY AND  
EFFECTIVENESS OF GOVERNMENT

Dr. Shoenberg explained that each Board member had nominated five people. With those nominations before it, the Board would make a choice of five from among them to suggest to the County Council.

In keeping with the Board's usual process of naming individuals to committees, this would be done in executive session. A public vote would be scheduled on March 26.

RESOLUTION NO. 196-90 Re: BOE APPEAL NO. 1989-12

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-12 (a personnel matter).

RESOLUTION NO. 197-90 Re: BOE APPEAL NO. 1990-1

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

RESOLVED, That the Board of Education adopt its corrected Decision and Order in BOE Appeal No. 1990-1 (an administrative matter).

RESOLUTION NO. 198-90 Re: BOE APPEAL NO. 1990-4

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1990-4 (a student expulsion matter).

RESOLUTION NO. 199-90 Re: BOE APPEAL NO. 1989-43

On motion of Mrs. Praisner seconded by Mrs. DiFonzo, 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. 1989-43 (a student expulsion matter).

Re: NEW BUSINESS

1. Dr. Cronin moved and Mr. Ewing seconded that the Board of

Education schedule a discussion of the current status of professional development in the training programs with the future intention of developing a comprehensive policy on training and a long-range plan for accomplishing that training.

2. The following motion by Dr. Cronin received no second: That the Board schedule a discussion of the concept of "average student" with an attempt to define the average student and explain the services which are presented to that average student in Montgomery County.

3. Dr. Cronin moved and Mr. Ewing seconded that the Board of Education schedule a discussion of the establishment of a parent involvement advisory committee to review the status of current programs to involve parents in their children's education and advise on additional measures to strengthen parental involvement in their children's education.

4. Mrs. Praisner moved and Mrs. DiFonzo seconded that Briggs Chaney Middle School be given an exemption from the changes in the School Naming Policy.

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. Resource Conservation Plan

Re: ADJOURNMENT

The president adjourned the meeting at 6:30 p.m.

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PRESIDENT

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SECRETARY

HP:mlw

