



and to coordinate and support integration of effective and innovative uses of the computer across the curriculum. She remarked that their progress in developing programs, training teachers, and making computers accessible could be attributed to the Board's early adoption of a policy on instructional uses of computers, the school system's long-range planning process for instructional computer use, budgetary support, and staff involvement and team work.

Ms. Darlene Grantham, teacher specialist, stated that they now had a nine semester elective sequence of courses. Board members had been provided with a description of the courses as well as a list of in-service courses available to support these courses. The courses themselves were in applications and in programming. The applications courses started with an introduction to the use of the computer and went to an advanced applications course now being piloted. The programming courses went from introductory basic courses to advanced placement computer science.

Mr. James Haber, computer teacher from Springbrook High School, introduced two students from his advanced placement class. Evva Forster and Aric Ingle demonstrated a program the class had written in Pascal Plus last year. This year the class had written a package to deal with the fact that everything in Pascal was in small characters and not words. The students in the class were now working on writing word processor program. Ms. Forster explained today's programmers worked in groups, and in their AP class they had learned the value of the group process which could be applied to the real world of computer programming.

Ms. Sangston stated that one of the department's missions was to facilitate the use of computers across the curriculum. They had worked with subject coordinators to integrate computer use in science, mathematics, business education, guidance, and social studies. In prior curriculum discussions of aesthetic education and career and vocational education, the Board had seen evidence of how computers and related technologies were being used in content areas. Today, they would explain how computers were being used in the English program.

Mrs. Deborah Hamrell, teacher specialist, reported that computer use in the English classroom had moved steadily over the past decade as word processing had revolutionized the art of writing. They had moved from using the computer as a teaching support to using it as an indispensable learning tool. Writing labs facilitated collaboration, generated a more creative environment, and promoted mastery and self confidence.

Ms. Patricia Gafford, English teacher from Walter Johnson High School, stated that the use of the computer had increased the volume of writing as students attained a higher plane of performance. Writing was easier and could be shared. In fact, students wanted to use the computer not just in the writing class but in all English classes. Students were taking advantage of the open lab policy during the lunch period at Walter Johnson High School. She felt that

the computer encouraged students to organize their thoughts more cogently than they did on paper.

Board members viewed a videotape which demonstrated the use of the computer at Gaithersburg IS and Wheaton High School's ESOL program. The video included remarks by Dr. Leonard Lefkowitz, pediatrician and parent.

Ms. Sangston reported that in 1988 a study group composed of community members and educational computing experts had studied the MCPS computer education program and had presented their findings to the Board in a report entitled, "Schooling in the Information Age." Their recommendation was to accelerate the implementation of the five-year plan and to focus on computer use in the elementary schools.

Mr. William McDonald, elementary teacher specialist, remarked that they viewed the computer as a multipurpose tool in the instructional program. It was integrated in the curriculum for drill and practice, problem-solving, and computer applications such as word processing, data base use, and graphics. It was used by both students and teachers in classrooms and computer labs. Teachers were helping in suggesting curriculum materials, in selecting software, and in developing and teaching in-service courses and workshops. Through the computer liaison program, one teacher from every elementary school attended meetings and received training to serve as a resource back at the local school.

Mr. McDonald said that their implementation goals included an emphasis on both equality and equity in distributing resources. Equality had given all schools a minimal amount of hardware, software, and training support. Equity had given schools with greater student needs a greater share of resources to help meet those needs.

Ms. Susan Nunamaker, curriculum specialist at Rock Creek Forest and Highland, explained that Rock Creek Forest was a K-6 school with a diverse, multicultural student population which was about 63 percent minority representing 15 different countries. The building had just undergone a renovation and addition which had given them a computer lab and more hardware for their classrooms. She described the typical classrooms in Rock Creek Forest and the various uses of the computer in those classrooms. They had 16 computers in their lab, and the classroom teachers used the lab and its software for direct instruction. Classes were scheduled into the lab once a week, with the fifth and sixth graders coming twice a week. Fifth graders might be using the lab for word processing, and the third graders might be practicing mapping skills. After school, the day care students used the lab. Because of ease of access to computers, teachers were finding the computer to be a wonderful professional as well as a teaching tool. Many of the teachers used word processing for their weekly letters to parents. In fact, a group of teachers were meeting after school on a voluntary basis to learn desk-top publishing. During the August planning days, teachers used the

teacher-recommended software list, which Ms. Nunamaker felt was a very valuable tool for all teachers. Teachers used the list to find software to support their instructional objectives.

Ms. Charlene Lacovaro, computer resource teacher at Piney Branch Elementary School, remarked that technology now had the potential to link students by computer with other students around the world. National Geographic had provided a software program, "Kids' Network," which allowed students to participate with scientists in a real data-gathering effort while interacting with other children. Students maintained communication via the computer with a scientist who guided them in processing their data. She introduced Marijka Evans and Daniel Marshall, fifth grade students, who were currently working on a unit on acid rain. That project involved map skills, written communication, science data collection, telecommunication, and statistical graphs. The map program made maps easy to access and manipulate, and the school was participating with 11 other schools in a global network. Students located the other participants on a map which taught students about longitude and latitude. Marijka and Daniel demonstrated use of a data file.

Dr. William Richardson, instructional computer analyst, said it was his job to talk about future trends. He reported that 95 percent of the technology that they would see was available now. In the next three to five years, several things would happen: connectivity, advanced software tools, and multimedia. Local area networks enhanced the student's ability to work interactively with other students and to share learning experiences. LANs also enhanced the interrelationship of subject matter areas and the availability of instructional materials to serve more diverse student populations.

Now they had building-wide networks in Watkins Mill and Quince Orchard high schools which extended the instructional abilities of the computer lab to all classrooms. Each classroom had a computer for the teacher to use for instructional and administrative purposes. From the classroom, teachers were able to access curriculum, instructional software, and administrative data. Teachers could also access library search and retrieval resources. Teachers had word processing and electronic mail capabilities in their computers. Rather than interrupting classes, the morning announcements could be sent by computer. The computer would be able to control an interactive multimedia learning environment.

Dr. Richardson stated that the computer labs provided support to science, business education, mathematics, and English. There were networks in the media center for circulation and on-line retrieval. Telecommunications increased their ability to bring real world experiences to students in the classroom. In three years there would be a major impact because of new software. There would be new word processing, spread sheet, and data base software to enhance the productivity of teachers and students. Simulation and gaming would allow students to simulate real work experiences. Graphic representation of science lab data would allow students to concentrate their time on the application of information rather than

data manipulation.

Dr. Richardson indicated that additional applications were making contributions in music and art. He felt that the single most exciting application of these emerging technologies was its use to control multimedia learning environment. Through the use of software packages they were able to design instructional material that could integrate multiple forms of visual and sound media. This provided teachers with enriched class and small group presentation techniques. Students became highly motivated because of their ability to control their learning experience and explore subject matter at their own pace and in their own style.

Dr. Richardson pointed out that these techniques allowed educators to address higher order thinking skills. Technology allowed them to meet the individual needs of a more diverse student population. Lastly, the teacher's role as an information dispenser would be minimized and the role of an instructional facilitator enhanced.

Mrs. DiFonzo asked if students and staff had a particular machine they preferred. Ms. Evans replied that she had worked with both the Apple and the IBM and preferred the more extensive keyboard and larger screen on the IBM. Ms. Sangston observed that in looking at the instructional applications of computers they had tried to look at the instructional goals and then look at the software available to meet those goals. Based on that, they made the hardware selection. Ms. Nunamaker reported that she owned an Apple computer because they had been using Apples in the elementary schools.

Mr. Goldensohn was pleased to see that they were ahead of most school districts and was most impressed with the elementary school activity. His generation was somewhat comfortable with the computer, but it was still not second nature. He preferred to write in longhand before using the computer. While his daughter might make notes, she used the computer for composing. Elementary students today would start right on the machine. In regard to Apple versus IBM, he noted that in the business world both types of equipment were used heavily for different applications. He was pleased that students had the opportunity to use both types of computers.

Dr. Pitt said they had recognized they needed to move more rapidly into obtaining hardware and software, especially at the elementary school level. Last year they had added money to the capital budget for instructional computers. This year they were requesting an additional \$2.5 million to move on the plan and get the hardware where they needed it. Ms. Sangston reported that if they received the \$2.5 million they would be ready to begin their next five year plan.

Dr. Shoenberg said he was overwhelmed by the richness of the possibilities of the resources and technology. He asked how they made sure teachers had the ability to use and evaluate the software, how an individual teacher made a decision on what they would focus

on, and what kind of help they had for teachers to decide which products would be the most useful. Ms. Sangston replied that the teacher specialists assisted the classroom teacher in these decisions. Dr. Shoenberg asked how far they were along in bringing everyone into some degree of comfort with computer usage. Mr. McDonald replied that teachers had asked the same questions raised by Dr. Shoenberg. Ms. Nunamaker and others had worked with him in summer workshops to put together the teacher-recommended software list. They correlated objectives in academic subject areas at each grade level with software titles common to all of the elementary schools.

Ms. Nunamaker reported that CRI had provided the schools with the software, and for years classroom teachers had depended on the summer workshop people to look at many pieces of software and decide which were the best for Montgomery County's instructional program. The second phase was to match the software to instructional objectives which resulted in the software list. During the summers they had been doing training for fourth, fifth, and sixth grade teachers. There were a lot of in-service courses as well. Mr. McDonald reported that all teachers had the opportunity to take in-service courses and well over half had taken advantage of these courses. He found that more and more schools were devoting a half-day of training to computer instruction.

Dr. Shoenberg asked if they had a training plan. Ms. Sangston replied that they did. First were the in-service courses that were offered from 4 to 7 p.m. as a voluntary program, but thousands of teachers had registered. In addition they had stipend training workshops during the summer as well as monthly meetings of subject teachers. Another valuable part of this was the computer liaison program in the elementary school and computer coordinators in the mid-level and high schools. Those people worked with CRI and coordinated computer use in the schools. Over the past two years they had phased in computer lab assistants in the high schools and mid-level schools. Lab assistants participated in a two-day training program as well as one day a month throughout the school year. Dr. Shoenberg commented that they would soon reach a stage where some of their equipment would be obsolete or start to wear out. He asked if they were going to have a replacement plan. Ms. Sangston replied that this was something they were going to have to address, and she did see the need to begin building in a replacement budget. Fortunately, they were able to take the older computers and put them in mid-level schools and use them in the science program. Dr. Cronin asked if they were training students at the Edison Center in computer repair. Ms. Sangston replied that they had discussed this, but a lot of the repair today consisted of replacing circuit boards.

Ms. Serino asked about the availability of secondary writing labs to students. Ms. Sangston replied that they recommended the labs be open before and after school and at lunchtime. Ms. Gafford added that at Walter Johnson the lab was open at lunchtime.

In regard to maintenance of hardware, Mrs. Hobbs thought that MCPS repaired and maintained the computers. Ms. Sangston replied that for about the last five or six years they had been doing their own work on Apple computers. They were still under contract with IBM for maintenance on their equipment. Dr. Pitt explained that they had an agreement with Apple where they could buy parts at wholesale prices. As they went into other more sophisticated computers, this was going to be a problem because part of the profits of computer companies was based on product maintenance.

Dr. Cronin asked if all schools were linked to the mainframe for administrative functions. Mr. Stephen Raucher, director of the Department of Management, Information, and Computer Services, replied that all secondary schools could communicate with the mainframe. Newer schools and schools that had been recently renovated could also communicate. About 100 elementary schools had stand-alone microcomputers that did not communicate at all with the mainframe. In future budget years, they would work toward this hookup which cost around \$1,500 per building.

Mrs. Praisner stated that unlike some of the other curriculum discussions where they talked in general, they had with CRI a very well-defined plan. Ms. Sangston had indicated that perhaps they needed to think about another five-year plan, and Mrs. Praisner wondered whether technology was moving so quickly that long-term plans were inappropriate. Ms. Sangston replied that technology was changing rapidly. They could lay out directions, but they would have to revisit this almost annually.

Mrs. Praisner asked Ms. Sangston for a sentence describing expectations for every student graduating from MCPS as far as computer-related instruction was concerned. Ms. Sangston said they wanted students to be competent in using the computer as a tool and using it across all walks of life. Dr. Cronin noted that at Montgomery College the issue had been raised about how far to the state-of-the-art did they teach. Mrs. Praisner said she hoped they would continue to use computers as a tool for the delivery of instruction. However, computers were not an end in itself. Dr. Pitt added that the major presentation this morning showed people using the computer as a tool to learning. They did not intend to turn out a lot of students who were computer experts. The computer was a way of helping young people achieve, and in the future people would not be able to live without computers. Another goal was to familiarize young people with computers. Mrs. Gemberling commented that in the 21st century the ability to acquire skills constantly would make a surviving productive worker. Students had to constantly adapt and adjust as they approached technology.

Dr. Cronin thanked Ms. Sangston and her staff for the presentation. He praised Ms. Sangston for her excellent leadership.

RESOLUTION NO. 635-89 Re: LANDSCAPING POLICY

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

seconded by Ms. Serino, the following resolution was adopted unanimously:

RESOLVED, That the Board of Education reaffirm the following reformatted policy on landscaping:

A. PURPOSE

To state the Board's position on the preparation of a landscape plan and on the implementation of the plan for new and existing schools.

B. PROCESS AND CONTENT

1. Preparation of landscape plans is to be authorized for capital projects for each new school or additions to existing schools where a landscape plan has not been previously prepared. The landscape plan, which will be part of the working or detailed drawings, will be reviewed and approved by the staff prior to the release of the plan to the school and/or the Parent-Teacher Association.
2. A landscape plan will be provided for all schools for which no plans have been previously provided and for which no apparent capital project is anticipated, excepting those considered by the staff to be adequately landscaped.
3. In developing plans, maximum utilization should be made of all available services from related public agencies.
4. All proposals for screen planting and plans for conservation planting, where needed, will be included as part of the project specifications.
5. General landscaping will be implemented by the local school except for the screen and conservation planting.

C. REVIEW AND REPORTING

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

Re: EXECUTIVE SESSION

The Board met in executive session from 12:05 to 2:10 p.m. to discuss personnel and legal issues. Mr. Ewing rejoined the meeting during this time.

RESOLUTION NO. 636-89 Re: AN AMENDMENT TO THE BOARD'S AGENDA FOR NOVEMBER 14, 1989

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



Mr. Goldensohn, and Mrs. Praisner being temporarily absent:

RESOLVED, That the Board of Education amend its agenda for November 14, 1989, to add a school facilities item.

Re: SCHOOL FACILITIES - STRATFORD WOODS  
STUDENT ASSIGNMENT

Dr. Cronin explained that there was some confusion about the Board's March, 1988 resolution on Stratford Woods as to when the Board would reconsider the assignment of these students. After Board discussion, Dr. Cronin stated that it was the consensus of the Board that the assignment of Stratford Woods would be considered by the Board in the fall of 1990.

For the record, Mrs. Praisner made the following statement:  
"For the record, let me indicate my objections and concerns because we are already taking some actions on the Springbrook cluster this fall. I recognize the Stratford Woods' concerns, but I think they (facilities actions) all need to be done at the same time."

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. Jane Hatch, Northgate Homes Corporation and Patton Ridge Homes
2. Chris Hatch

RESOLUTION NO. 637-89 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

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

IFB000	No. 2 Heating Oil	
76121	AWARDEES	
	BP Oil Company	\$ 658,490
	Phoenix Petroleum Company	22,324*
		-----
	TOTAL	\$ 680,814
34-89	Aftermarket Automotive Supplies - Extension	
	AWARDEES	
	Billingsley Parts & Equipment, Inc.	\$ 12,041*
	Clarksville Auto Parts, Inc.	781*

	County Engine Shop	1,850
	District International Trucks, Inc.	69,257
	Ditch, Bowers & Taylor, Inc.	25,000
	Estes Fleet Services & Supply, Inc.	4,000*
	General Fleet Service Co.	574
	Heavy Duty Parts, Inc.	73,000
	Heineck Motors, Inc.	4,547
	Johnson & Towers Baltimore, Inc.	5,750
	K & M Supply, Inc.	15,000
	Northern Virginia Supply, Inc.	67,000
	Ourisman's Rockmont Chevrolet	1,200
	TOTAL	\$ 280,000
25-90	Office Papers	
	AWARDEES	
	Barton, Duer & Koch Paper Co.	\$ 12,570
	Garrett-Buchanan	924,105
	McGregor Printing Corp.	3,034
	Nationwide Papers	2,976
	Ris Paper Co., Inc.	14,823
	Single Source, Inc.	19,910*
	Stanford Paper Co.	145,252
	Toucan Business Forms	49,145*
	Zellerbach	6,360
	TOTAL	\$1,178,175
31-90	Frozen Potatoes	
	AWARDEE	
	Carroll County Foods	\$ 240,910
46-90	Frozen Foods	
	AWARDEES	
	Blue Ribbon Food Service	\$ 2,650
	Carroll County Foods	38,154
	Granny's Kitchen	14,640
	Kraft/Feldman	40,015
	Manassas Frozen Foods	2,874
	Monarch/Baltimore	6,525
	Smelkinson Sysco	6,795
	TOTAL	\$ 111,653
	TOTAL OVER \$25,000	\$2,491,552

\*Denotes MFD vendors

RESOLUTION NO. 638-89 Re: REDUCTION OF RETAINAGE AT ROCK CREEK  
FOREST ELEMENTARY SCHOOL

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

WHEREAS, Columbia Construction Co., Inc., general contractor for Rock Creek Forest Elementary School, has completed approximately 99 percent of all specified requirements and has requested that the 5 percent retainage, which is based on the completed work to date, be reduced to 2.5 percent; and

WHEREAS, The project bonding company, The American Insurance Company, has consented to this reduction; and

WHEREAS, The project architect, Arley J. Koran, recommended that this request for reduction be approved; now therefore be it

RESOLVED, That the 5 percent retainage withheld from periodic payments to Columbia Construction Co., Inc., general contractor for Rock Creek Forest Elementary School, be reduced to 2.5 percent, with the remaining 2.5 percent to become due and payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 639-89 Re: CHANGE ORDERS OVER \$25,000

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

WHEREAS, The Department of School Facilities has received change order proposals that exceed \$25,000; and

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

RESOLVED, That the Board of Education approve the following change orders for the amounts and contracts indicated:

ACTIVITY 1

Project: Kentlands Elementary School  
Subject: A resolution was passed at the October 23 Board meeting requesting County Council approval of a fund transfer to restore four classrooms that were deferred from the original contract award. This change order is for the four classrooms and is contingent upon County Council approval of the fund transfer.  
Amount: \$143,000  
Account: 91-320-01-001

ACTIVITY 2

Project: Broad Acres Elementary School  
Existing building roof replacement  
Subject: The roof on the existing building at Broad Acres

Elementary School was scheduled for replacement in FY 1992. There have been several leaks throughout the building this past year, and staff feels that the existing roof replacement should be accelerated and completed in conjunction with the new addition currently being constructed. The roof contractor for the new addition has completed numerous projects for MCPS. The cost proposal for this change order is equivalent to prices we have received on recently bid roof projects.

Account: 91-691-09-042  
Amount: \$106,101

ACTIVITY 3

Project: Whetstone Elementary School  
Extension of energy management system  
Subject: A substantial addition is currently under construction at Whetstone Elementary School. The existing building has a computerized energy management system. Staff has negotiated a cost to extend the energy management system into the new addition so that it can be properly coordinated with the installation of the mechanical equipment in the new construction.  
Amount: \$38,810  
Account: 91-691-09-059

RESOLUTION NO. 640-89 Re: SIX-CLASSROOM ADDITION - CLOVERLY  
ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on October 3, 1989, for the six-classroom addition at Cloverly Elementary School:

BIDDER	TOTAL BID
1. Fox-Seko Construction, Inc.	\$586,106
2. Heritage Builders, Inc.	611,726
3. Ernest R. Sines, Inc.	618,250
4. H. V. Lancon Construction, Inc.	621,446
5. Hess Construction Company, Inc.	622,450
6. C. M. Parker & Co., Inc.	632,750
7. ATE Construction, Inc.	648,984
8. N-K Construction Co., Inc.	649,700
9. Edmar Construction Co., Inc.	663,350
10. Dustin Construction, Inc.	669,800
11. Northwood Contractors, Inc.	729,000

and

WHEREAS, The low bid is within staff estimate of \$600,000; and

WHEREAS, The original contract with the project architect, William H. Doggett, included funds for the modernization only, a fee adjustment for design/construction administration services for the six-classroom addition is necessary; now therefore be it

RESOLVED, That the existing architectural contract with William H. Doggett be amended by \$42,000 for the six-classroom addition at Cloverly Elementary School; and be it further

RESOLVED, That a \$586,106 contract be awarded to Fox-Seko Construction, Inc., for the construction of the six-classroom addition at Cloverly Elementary School in accordance with plans and specifications prepared by William H. Doggett, Architect.

RESOLUTION NO. 641-89 Re: CONTINUATION OF ENGINEERING SERVICES  
ENERGY MANAGEMENT AUTOMATION SYSTEMS

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

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

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

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

RESOLVED, That the Board of Education extend the contractual agreement for an amount not to exceed \$100,000 annually with the firm of Von Otto & Bilecky, Professional Corporation, for the design and administration of construction contracts for Energy Management Automation Systems at all Montgomery County Public Schools.

RESOLUTION NO. 642-89 Re: OPERABLE WALL SYSTEM REPLACEMENT -  
SENECA VALLEY HIGH SCHOOL

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

WHEREAS, A sealed bid was received on November 1, 1989, to replace the operable wall system at Seneca Valley High School; and

WHEREAS, While only one bid was received in the amount of \$59,975 from Modern Doors & Equipment Sales, Inc., it was within the staff estimate of \$63,000; now therefore be it

RESOLVED, That a \$59,975 contract be awarded to Modern Doors &

Equipment Sales, Inc., to replace the operable wall system at Seneca Valley High School.

RESOLUTION NO. 643-89 Re: MODERNIZATION OF SHERWOOD HIGH SCHOOL

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

WHEREAS, The following sealed bids were received on November 7, 1989, for the modernization of Sherwood High School:

BIDDER	TOTAL BID
1. Dustin Construction, Inc.	\$14,218,000
2. The Gassman Corporation	14,931,000
3. W. M. Schlosser, Inc.	15,161,000
4. Henley Construction Co., Inc.	15,320,511
5. Eugene Simpson & Brother, Inc.	15,579,200
6. Merando, Inc.	16,035,300

and

WHEREAS, While the low bid exceeded the staff estimate, the acceptance of several deduct alternates provides sufficient funds for contract award; now therefore be it

RESOLVED, That a contract be awarded to Dustin Construction, Inc., for \$14,218,000 for the modernization of Sherwood High School in accordance with the plans and specifications prepared by Strang and Samaha, Architects.

RESOLUTION NO. 644-89 Re: REDUCTION OF RETAINAGE AT CAPT. JAMES E. DALY ELEMENTARY SCHOOL

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Goldensohn, 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 and Mrs. Hobbs voting in the negative#:

WHEREAS, Henley Construction Co., Inc., general contractor for Capt. James E. Daly Elementary School, has completed 99 percent of all specified requirements and has requested that the 5 percent retainage, which is based on the completed work to date, be reduced to 2.5 percent; and

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

WHEREAS, The project architect, Duane, Elliott, Cahill, Mullineaux & Mullineaux, recommended that this request for reduction be approved; now therefore be it

RESOLVED, That the contract's specified retainage withheld from periodic payments to Henley Construction Co., Inc., general contractor for Capt. James E. Daly Elementary School, currently amounting to 5 percent of the company's request for payment to date, now be reduced to 2.5 percent, with the remaining 2.5 percent to become due and payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 645-89 Re: ARCHITECTURAL APPOINTMENT - PINE CREST  
ELEMENTARY SCHOOL

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

WHEREAS, It is necessary to appoint an architectural firm to provide design and construction administration services for the Pine Crest Elementary School modernization/addition; and

WHEREAS, Funds for architectural planning were appropriated as part of the FY 1990 Capital Budget for this project; and

WHEREAS, The architectural selection committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Bowie-Gridley Architects as the most qualified firm to provide the necessary design and construction administration services; and

WHEREAS, Staff has negotiated a fee for these services that is consistent with similar-sized projects; now therefore be it

RESOLVED, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Bowie-Gridley Architects to provide professional services for the Pine Crest Elementary School project for a fee of \$285,000, which is 5.9 percent of the estimated construction cost.

RESOLUTION NO. 646-89 Re: GRANT OF RIGHT-OF-WAY TO THE WASHINGTON  
GAS LIGHT COMPANY AT DAMASCUS ELEMENTARY  
SCHOOL

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

WHEREAS, The Washington Gas Light Company has requested a grant of perpetual easement and right-of-way, 10 feet wide and 335 feet long, along the frontage of Damascus Elementary School in Ridge Road (MD

27) to install a gas pipeline; and

WHEREAS, This grant of right-of-way for the installation of a gas pipeline and the use of an adjacent temporary construction strip is necessary to provide gas service to an adjacent development and creates an opportunity for future extension and installation of gas at the elementary school; and

WHEREAS, All construction, restoration, and future maintenance will be performed at no cost to the Board of Education with the Washington Gas Light Company and contractors assuming liability for all damages or injury; and

WHEREAS, This grant of perpetual easement and right-of-way will benefit the surrounding community and the school site; now therefore be it

RESOLVED, That the president and secretary be authorized to execute an easement for the land required to install a gas pipeline at Damascus Elementary School; and be it further

RESOLVED, That a negotiated fee be paid by the Washington Gas Light Company for the subject right-of-way and easement.

RESOLUTION NO. 647-89 Re: AGREEMENT FOR STORM DRAIN PARTICIPATION  
AT QUINCE ORCHARD HIGH SCHOOL

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

WHEREAS, The Board of Education is the owner of 31.87 acres located at the corner of Quince Orchard Road and Darnestown Road (MD 28), known as Quince Orchard High School; and

WHEREAS, The Montgomery County Government in conjunction with its authority to release the building permit for construction of the high school required participation in a regional stormwater management plan; and

WHEREAS, The regional stormwater pond is to be located on property adjacent to the western boundary of the school owned by Quadrille Joint Venture, now undergoing residential development; and

WHEREAS, In order to provide an equitable means of apportioning the costs and expenses associated with the installation of the regional stormwater management plan, the Board wishes to enter into a Storm Drain Participation Agreement; and

WHEREAS, All construction, restoration, and future maintenance will be overseen by the Montgomery County government, with its agents, employees and assigns assuming liability for all damages or injury; and



WHEREAS, Participation in this agreement will benefit the surrounding community and the school site; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a Storm Drain Participation Agreement with Quadrille Joint Venture in accordance with the approved regional stormwater management concept plan, and indicating the Board's agreement to pay its prorated share of expenses for Quince Orchard High School at an amount not to exceed \$40,000.

Re: INSPECTION DATES

The following inspection dates were set:  
Cloverly Elementary School, Tuesday, November 28, at 8:30 a.m. Dr. Shoenberg will attend.

Capt. James E. Daly Elementary School, Thursday, November 30, at 1 p.m. Mrs. Praisner will attend.

Luxmanor Elementary School, Friday, December 1, at 1 p.m. Dr. Cronin will attend.

Ms. Serino temporarily left the meeting at this point.

RESOLUTION NO. 648-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED PROJECT FUNDS FOR FOLLOW-UP OF THE BEGINNING TEACHER PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects a grant award of \$1,000 from the Maryland State Department of Education under PL 100-297, the Hawkins/Stafford Elementary and Secondary School Improvement Amendments of 1988, Title I of the Elementary and Secondary Education Act of 1965 for follow-up of the beginning teacher induction program within Category 1--Administration; and be it further

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

RESOLUTION NO. 649-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED PROJECT FUNDS TO ESTABLISH A NUTRITION EDUCATION PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects

a grant award of \$1,500 from the Maryland State Department of Education under the Nutrition Education and Training Act to establish a nutrition education program within Category 3--Instructional Other; and be it further

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

RESOLUTION NO. 650-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED PROJECT FUNDS TO ESTABLISH A PARENTAL INVOLVEMENT PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects a grant award of \$5,000 from the Montgomery County Private Industry Council under the Job Training Partnership Act to establish a parental involvement program to encourage Bilingual Career Education Program students to attend and succeed in school in the following categories:

	CATEGORY	AMOUNT
2	Instructional Salaries	\$1,400
3	Instructional Other	3,500
10	Fringe Benefits	100
		-----
	TOTAL	\$5,000

and be it further

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

RESOLUTION NO. 660-89 Re: MONTHLY PERSONNEL REPORT

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

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

RESOLUTION NO. 661-89 Re: EXTENSION OF SICK LEAVE

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Mr. Goldensohn, 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
Veronica Jefferson	Building Service Worker Walt Whitman High School	10

RESOLUTION NO. 662-89 Re: PERSONNEL REASSIGNMENTS

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

RESOLVED, That the following personnel reassignments be approved:

NAME	FROM	TO
Edwina Brown	Classroom Teacher Lakewood ES	Media Assistant To retire July 1, 1990 Will maintain salary status
Henry Culbertson	Plant Equipment Operator Pyle Middle School	Building Service Worker To retire March 1, 1990 Will maintain salary status
Mary Hoke	Food Service Satellite Worker Oak View ES	Cafeteria Worker I To retire on July 1, 1991 Will maintain salary status
Donald Speck	Classroom Teacher Piney Branch ES	Instructional Assistant To retire on July 1, 1990 Will maintain salary status

Ms. Serino rejoined the meeting at this point.

RESOLUTION NO. 663-89 Re: PERSONNEL APPOINTMENTS

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

RESOLVED, That the following personnel appointments be approved:

APPOINTMENT	PRESENT POSITION	AS
Patricia Foster	Asst. Principal Watkins Mill HS	Principal Key MS Effective: 12-1-89
Janice Mostow	Asst. Principal Quince Orchard HS	Principal Briggs Chaney MS Effective: 12-1-89



adopted unanimously:

WHEREAS, The original plans for Briggs Chaney Middle School have been revised to increase the core capacity from 1000 to 1200 students, and to relocate the building to a new site; and

WHEREAS, The Briggs Chaney Middle School Facilities Advisory Committee has approved the revised schematic design; now therefore be it

RESOLVED, That the Board of Education approve the revised preliminary plan report for the Briggs Chaney Middle School, developed by SHWC, Incorporated.

For the record, Mrs. Praisner made the following statement:

"I am assuming that the kinds of flexibility associated with organization and student time and staff teamwork and staff organization can be accomplished within the structure of this building and that it reflected to the extent that it can the philosophy that I hope we are trying to portray and develop as far as the mid-level. Secondly, there has been a lot of discussion about what is the ideal size of a mid-level school, and I know that we are building them with a core larger than we are now planning and designing for. The core is for 1,200 with 1,000 students initially. My concern is the numbers are large in my view, and I have some real problems with the Board's creating middle level schools at that number."

Re: MID-LEVEL TASK FORCE REPORT

Dr. Joseph Villani, area director of educational services and chair of the task force, explained that the main point of the mid-level task force report was that children in sixth, seventh, and eighth grades formed a distinct and unique educational client group. They had outlined plans for a curriculum to suit the needs of that group and had given a number of recommendations on instructional strategies to deliver that curriculum. They had made a wide variety of recommendations on other issues relating to delivery of a quality instructional program to children in the middle. He felt that the task force had done a very thorough and professional job. Their final position was that middle school educational programs should be the norm for Montgomery County for all students in grades 6, 7, and 8.

Dr. Pitt stated that he was in general agreement with the committee's report because it verified all the other national data they had about working with this age group. He indicated that they had a number of schools in operation that were very close to this model. He differed with the committee's recommendation for both interdisciplinary team leaders and instructional subject leaders. He had problems with this because of cost and the number of release periods people would have which might involve as many as 13 or 14 people in a school. He had

asked Dr. Villani to take a look at that and see if there could be some modifications to that recommendation. While he agreed with the philosophical point of view of not having interschool competition, he felt that the real world was a little different. Children were out in the community now in big risk competition at an early age, and while many people with good skills worked with these children, there were others without skills working with them. He believed they ought to allow some interschool competition, and it should be regulated. The team concept could be expanded to allow more youngsters to play. He fully supported a vigorous intramural program, and he would like to see all youngsters playing and competing in a team activity. The school system could provide skilled leadership in sports competition. Dr. Cronin thanked the committee for a superlative report. He suggested that the discussion downplay the issue of interscholastic sports and deal with the child, how to approach the child in the school, how to restructure the school, and what services should be provided.

Dr. Shoenberg agreed that they ought to move as rapidly as they could to a 6-7-8 grouping for all of their students. He recognized that there were some people in the county who were uncomfortable with the idea of including sixth graders in this group. He asked if the committee could put together some research evidence on the desirability of having the sixth grade students grouped with older students rather than younger ones. Dr. Elizabeth Glowa, assistant principal at Gaithersburg High School, thought there was enough evidence to pull together a small document; however, she also recommended having discussions with the communities to alleviate fears.

Dr. Shoenberg commented that the report talked a lot about curricular integration which was a topic near and dear to his heart. He thought they needed to get a group of people together to work on the issue of flexible scheduling which was another kind of tool for allowing some subjects to expand and others to contract at different times. He wondered how they reconciled the desire to retain both instructional team leaders and subject matter resource teachers with the notion of integration of subject matter. Dr. Villani replied that they recognized that at the middle level they had a much more content intensive program. While they wanted that content to be interdisciplinary to show students how life was interdisciplinary, there was specificity of knowledge that required expertise in the main academic content areas. They needed someone here to serve as support to classroom teachers on that content. The primary role of the interdisciplinary team leader was to work with a group of four or five teachers to make sure that the content was integrated and delivered in a mode to meet the needs of the adolescent. In talking with staff, they had learned that it was practically impossible for one person to fulfill both roles.

Mr. Donald Kress, principal of Banneker Middle School, explained that at the middle level they were still dealing with functional math, writing, and reading tests. They had departmental type issues and sixth grade curriculum issues. When one person tried to do both

jobs, the team got the emphasis and the departmental matters were put on the back burner. Dr. Cindy Sullivan, principal of Redland Middle School, added that the skills required for both positions were different and finding those skills in one individual was another issue.

Dr. Shoenberg asked why the math person on the team could not be the math resource person for that team or the social studies person. He asked why they needed another person. Dr. Sullivan replied that one individual had to take care of all the responsibility related to implementing math instruction in the building. Mr. Kress added that one person had to attend countywide math resource meetings and coordinate departmental activities such as ordering textbooks on a schoolwide basis.

Ms. Serino inquired about the continuity of content and leadership on the team when there were two different people in these roles. Dr. Villani replied that currently in the middle schools there were departmental resource teachers for each content area. Some of those people served as team leaders, and people had told them they could do a better job when they had only one of these roles.

Mrs. Praisner noted that she had heard similar discussions back in the 1970's, and they were not creating middle schools out of whole cloth. She asked whether there were other models they had explored before they made this recommendation. While cost was an element that had to be weighed, they had to look at what was the best organizational structure educationally. Dr. Villani replied that they had looked at the stipend model where the team organization was primary and the content liaison role was a stipended position. It was not a model that gave parallel positions to both the team leader and the subject resource teacher. They had not found many places where one person was responsible for both roles.

It was not clear to Mr. Ewing the extent to which interdisciplinary approaches were thoroughly ingrained and effective in MCPS. It seemed to him the recommendation reflected the tension between those liking the idea of interdisciplinary team teaching and those concerned that subject matter expertise not be lost. He asked about evidence to substantiate whether the interdisciplinary approach made a difference in the ability of students to grasp and build on subject matter expertise in the high school. He noted that there was a strong emphasis on heterogeneous grouping in the middle school, and he supported that. It seemed to him that the public was ambivalent about that and frequently preferred homogeneous groupings. The only thing that overcame that was small class size, and he was pleased to see that emphasis in the report. Dr. Pitt had supported lower class size with the first focus on the elementary schools, and Mr. Ewing supported that if they had to make a choice. But if they were going to make the middle schools work, they had to have smaller class sizes there as well. Otherwise the public would not support heterogeneous grouping and the full integration of special education students. He asked why they had recommended the dual approach.

Dr. Waveline Starnes, educational planner for the gifted and talented, replied that the interdisciplinary team of teachers working together was a big advantage for students. In many of the reports they had looked at, the schools were not delivering interdisciplinary instruction. It was the committee's vision that MCPS engage in interdisciplinary instruction, not to the disservice of any one discipline but to make the connections they thought were important. The interdisciplinary approach meant that teachers were talking together about the students and how they were performing in the various subject areas. Dr. Villani added that they thought the curriculum countywide ought to be interdisciplinary and should be developed by the curriculum staff and not by individual teacher teams on an ad hoc basis.

Dr. Cronin reported that he had taught on an interdisciplinary basis in seventh and eighth grades. He liked the approach because of the way it integrated the world of the student, but he wondered what implications this had for both content and methodology training for teachers. Dr. Villani thought they had to retool their resources to develop a new standard for middle school teachers. There was a movement at the state level to have certification for middle school staff. He said they were going to have to retrain all staff by diverting current resources to maintain the new style. They couldn't do this until some decisions were made, but he did not see this as an enormous new cost. Dr. Cronin thought this had to be one of their priorities in the budget of staff development if they were going to go in this direction.

Mr. Goldensohn was concerned that they were just now reviewing this report when they had middle schools already operating. They had study groups in most of the clusters looking at whether they wanted to go to the middle school concept, and not everyone endorsed the idea of a middle school. In fact, some teachers and parents were opposed to it. He had received complaints from people that they were being browbeaten into accepting this concept. When those people had asked the reason for the middle school, they were being told that it was a facilities issue because of undercrowding at the high schools and overcrowding at the elementary schools.

Dr. Pitt commented that the issue was beyond how they organized a school by grades. The question was what kind of instructional program should they have to teach these children. He had seen all kinds of grade level organizations in MCPS, and in fact the original middle school organization was 5-6-7-8. The real issue was the structure of the program and what kind of teaching they were going to have in the future.

Mr. Goldensohn understood the issue and saw the benefits in the study. He thought this was going to be an excellent way to operate schools and that the interdisciplinary approach would be successful. What he wanted was better communication to parents who had their doubts about this. He had asked about the composition of the committee and whether there were teachers of the sixth grade on the group. There were a number of people on the committee who had taught



elementary school or were principals of elementary schools. He hoped that they would involve more sixth grade teachers as they went on with this process. He noted that for some sixth grade teachers it was a whole career change to leave the K-6 pattern to go to a 6-8 school with a different operational structure. These teachers need to feel part of that process and should be involved in next steps.

Dr. Cronin noted that the principal was expected to be knowledgeable in all aspects of the characteristics of early adolescents, effective instructional programs, strategies, and organizational design. The principals were to be team leaders and instructional leaders carrying out Board policy. The committee recommended that a school of 500 students would have a principal and two assistant principals, four departmental resource teachers, and four interdisciplinary team teachers or more. However, the elementary school with a population of 500 to 600 had only the principal. Dr. Pitt replied that he had problems supporting the task force recommendations to provide two assistant principals for each school. Adopting this recommendation could raise equity issues between mid level and elementary schools, and the cost of this recommendation would be significant. He did believe they had to look at administrative support across the board and various other ways of doing that. Dr. Cronin liked the staffing levels, but he would also like to draw the elementary resource program along.

Mrs. Hobbs asked about the title of the report, LIVING MESSAGES. Dr. Villani explained that Dr. Neil Postman, an educational writer, had been a great influence on him. He would share some of his writings with Mrs. Hobbs.

Mrs. DiFonzo stated that the report recognized that these children were a different group of youngsters with special needs, and those needs were not appropriately met by the junior high school model. She asked that Dr. Villani and others meet with her at some point. She noted that there were a number of issues she would like to get straightened out. In one page they talked about flexibility and on another they talked about structure. At one point they mentioned the freedom to try other things at this level, but at the same time there were those advocating more attention to core curriculum and the basics. She thought the committee had done an excellent job and congratulated them.

Dr. Cronin thought that today's discussion was a first cut of the report. They had to come back to this issue and have more discussions. Mrs. Praisner said she would like to have more discussion on what they envisioned when they talked about the integration of special education students. She would like more discussion on the issue of the report card and time implications for teachers. She suggested that they list the recommendations and state what needed to be done and what were the implications of doing that.

They should show whether the Board needed to take an action or whether they could simply have consensus on a recommendation. Dr. Cronin asked that the paper include cost implications.

Mrs. Praisner asked if other school systems in Maryland had eliminated interscholastic competitions for the middle level because of cost reasons or philosophy. She had asked a question about junior honor societies and the committee's reaction to that. There were other remnants of the junior high school that had stayed with the middle school program as well.

Dr. Pitt remarked that there were a lot of questions raised by the Board that had to be answered. The major question was whether the Board should have a policy that stated they would convert to a grade 6-8 configuration and have this kind of model.

It seemed to Mr. Ewing that they should look at their existing policy and determine whether they wanted to change it. He agreed with Mrs. Praisner that they needed that statement of implications and impacts. He would include what it would take to make this really work with teachers and the system. He asked about what it would take to go from what they had now to what the committee was recommending. He hoped that the task force and the superintendent would take a close look at the letter from Dr. Thomas on behalf of the the NAACP. Dr. Thomas felt that the task force report did not address the needs of minority students at this level.

Dr. Shoenberg asked whether "course" would be defined in much the same way within the structure envisioned by the committee or whether they had a different definition. Dr. Villani replied that they did not see Geometry I being dealt with at the middle level as much as units covering particular themes and contents. They were talking about curriculum as opposed to a course. There would be a sixth grade curriculum as opposed to a sixth grade English course. Dr. Shoenberg said he would be interested in knowing what a student day or a student year looked like. For example, would they retain the grading periods, how would they show the units covered by the student, etc. Dr. Cronin noted that one of the problems was differentiated instruction in math. Would middle school students have that elementary algebra preparation to go into ninth grade math and so on? Dr. Cronin thought this was part of the concern that parents had. Dr. Villani explained that they would have a set of math objectives to be accomplished through the eighth grade. How those were accomplished and how they related to science, English, and social studies would be different than it was now. He did not see a change in math objectives currently in place.

Mr. Goldensohn asked if a cluster could say no to the idea of middle schools. Dr. Pitt replied that he might recommend they have a 6-7-8 organization. The community would have a choice as to whether the 6-7-8 was a middle school or a structure grade level as Thomas W. Pyle had elected to when the sixth grade was moved into that school. Mr. Goldensohn wanted people to understand what their options were when they got into these study groups.

Dr. Cronin inquired about next steps with the report. Dr. Pitt thought they had to have further discussions with a follow-up on the

Board's discussion today. He thanked the committee for the work it had done and the very scholarly report they had produced. Dr. Cronin pointed out that Montgomery County had always been on the cutting edge, and the report of the task force had given them the opportunity to assume some leadership nationally. He suggested that the Board return to this topic in early January or February in case there were budgetary issues. Mrs. Praisner asked that staff list policy actions the Board would have to take. In addition, they needed a list of recommendations that were moving along and did not require Board action. Dr. Cronin asked Dr. Pitt and Dr. Villani to get together and talk about how the recommendations could be phased in.

RESOLUTION NO. 667-89 Re: CHARGE TO THE CONSULTANT FOR MCPS  
MINORITY STUDENT ACHIEVEMENT PLAN

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

WHEREAS, On July 11, 1989, the members of the Board of Education endorsed the superintendent's suggestion that there be an assessment by outside consultants of the minority student achievement plan of the Montgomery County Public Schools; and

WHEREAS, The superintendent was requested to develop a plan for that assessment; and

WHEREAS, On October 23, 1989, Board members reviewed the proposed charge to the consultant; now therefore be it

RESOLVED, That the members of the Board of Education adopt the following charge to the consultant leading the review of the minority student achievement plan:

Examine the present plan and address the following questions:

Is the present plan and actions designed to implement that plan likely to bring about the major improvements we seek?

- o Does the present plan include the elements needed to improve minority student achievement?
- o Are the initiatives planned for each of the existing elements appropriate? Are other initiatives needed?
- o Do the present measures of progress (i.e., accountability goals) provide an accurate picture of minority student achievement? What, if any, others should be considered?
- o Is the organizational structure in place to support the plan's implementation at all levels?
- o What parts of that organizational structure, if any, should be modified? How?

The report could include recommendations to:

- o strengthen the content of the present plan;
- o improve its delivery;
- o develop a new plan which would include different elements.

Re: BOARD MEMBER COMMENTS

1. Mrs. Hobbs reported that she had had the pleasure of representing the Board at the dedication of the Luxmanor Elementary School addition. She and Dr. Pitt had attended, and Connie Morella was the featured speaker. The band from Walter Johnson High School and Luxmanor students had performed. They had also dedicated the Alice

Mays garden which was an example of how a community could work with a school.

2. Mrs. Hobbs said she had also had the opportunity to visit Longview and Twinbrook as part of the flexibility pilots. She hoped that Dr. Pitt would put Longview at the top of his list to visit because the staff had given a terrific presentation.

3. Mrs. Hobbs stated that yesterday she had spent the entire day at Mark Twain. She would have some future concerns to bring up that were specific to Mark Twain.

4. Mrs. Hobbs pointed out that Laytonsville and Montgomery Knolls would be returning to their home schools in December. She requested that they have an oral presentation at a Board meeting to update them on the construction progress and on how the schools would be moved. Dr. Vance agreed to forward to the Board a matrix about both moves and then entertain questions or suggestions. Dr. Cronin asked that the construction progress report be listed at the end of a business meeting to give Board members an opportunity to ask questions.

5. Mr. Ewing reported that during the Public Comments section questions had been raised about the school site at Apple Ridge. The matter was before a hearing examiner who had requested the view of MCPS. He hoped that the Board could review that issue. Dr. Cronin asked that this be scheduled for a future executive session.

6. Mr. Ewing indicated that he would be offering a couple of motions under new business. One was on an extended school year for providing services to handicapped students, and the second was on the need for a policy on modular construction.

7. Mrs. Praisner reported that she had attended the flexibility pilot conference last week on Thursday and had heard the presentations from San Diego and Jefferson County, Kentucky. She had had an opportunity to talk with Kay Davis, a Board member from San Diego, about flexibility pilots. She thanked the committee for the

invitation and regretted that the conference coincided with the Maryland Congress of Parents and Teachers conference.

8. Mrs. Praisner said she and Mrs. DiFonzo had attended a workshop at the PTA conference on the state board. The state Board had a new brochure which listed three members who resided in Montgomery County. One state Board member had indicated that sometimes there was a misunderstanding on the part of county funding agencies of the role and responsibility of local boards. It was the Board's responsibility to outline the needs for a school district, and it was the funding agent's authority and responsibility to make some tough decisions. People had to be reminded of those differences in responsibility.

9. Mrs. Praisner indicated that in the future she would be introducing a policy on parental involvement in the Montgomery County Public Schools.

10. Mrs. Praisner hoped that when the mid level task force reviewed the comments that they would pay close attention to the comments of Sally Schneider and MCCPTA relating to some concerns that they had from a parental perspective. She had raised the issue of study and organizational skills being important for all students, not just those at remedial level. She asked for a statement on where they were with the teaching of study and organizational skills.

11. Mrs. Praisner said that a concern had been raised with her about where high schools held their senior banquets and other activities. She asked for a review of whether they were held in hotels or country clubs or whatever.

12. Mrs. Praisner reported that she had had an opportunity to attend the Marriott Foundation program for people with disabilities. It was an exciting program, and she looked forward to their participation with the Marriott Foundation in this program.

13. Mrs. Praisner noted that the school system had identified some activities it would be participating in in support of its sister district in Charleston, South Carolina. They had decided to adopt one of the elementary schools that had been hard hit by Hurricane Hugo. Remount Elementary School had a high percentage of low income and single parent families. They would be asking the school community to participate in a variety of activities to help Charleston and Remount Elementary School.

14. Mr. Goldensohn recalled that last year the Board had received a poster each month which listed the dates of all the shows and concerts that the schools were involved in. He had not seen it for this year. If it was still being produced, he would appreciate having the Board receive copies. If not, he would like a listing of the productions because he had a personal interest in attending these productions.

15. Dr. Shoenberg said that during public comments Mrs. Chris Hatch had made some persuasive comments about recess and breaks during the school day. He asked that senior staff and elementary school principals discuss the breaks in the school day and the idea of withholding recess as a disciplinary matter and whether this was good policy. He asked them to also look at the kind of play resources that were provided to students for recess. He was concerned about the issues she had raised and hoped that some appropriate body within the school system could give some attention to that matter.

16. Mr. Ewing reported that he had spent about four hours with the nominee to be the assistant secretary of Health and Human Services for Planning and Evaluation. Mr. Martin Gerry lived in Montgomery County and had done consulting work on school-based medicaid. A great many states and school systems were tapping the Social Security fund for monies to pay for poor handicapped children's medical expenses. Mr. Ewing would provide Dr. Pitt with a copy of the report. This might be a source of resources for children and the school system.

17. Dr. Cronin said that he had attended the ceremony at Redland Middle School when the school was named as one of the presidential excellent schools. He had seen the students at Redland, and it was clear to him why they had been twice named as a presidential school. He congratulated Dr. Cindy Sullivan, principal of Redland.

18. Mrs. Praisner commented that she was serving on the Maryland committee to review elementary school applications for this coming year for selection for the national award. A part of the training contained Redland's application which was cited as an exemplary application for people to look at.

19. Dr. Cronin reported that yesterday he had had the privilege of teaching class to fifth grade and reading to an elementary school. Mr. Hanna was in the school working in an all-day kindergarten. He thanked Mark Simon and MCEA for arranging for that opportunity and

the positive outreach to the community to bring people in to see what the schools were doing.

20. Dr. Cronin said he had asked the superintendent to look into the issue of the kind of violence they were beginning to see on the rise at afterschool activities. He was concerned about pressures on principals for afternoon and evening events. He wanted principals to know what resources they had available to them. Dr. Pitt replied that he would be meeting with the area representatives and would report back to the Board.

21. Dr. Cronin asked staff to check into whether the Board could contribute to the repair of the plaque that was desecrated at Springbrook High School. Mr. Goldensohn thought there was a county fund to help with buildings that had been desecrated. Dr. Cronin asked staff to check into how the repairs were being handled.

22. Dr. Pitt wanted to add his praise to the comments made about Redland. It was an outstanding school to win two awards within that five year period.

23. Dr. Pitt reported that the Marriott Corporation had funded a foundation to help with the transition to work of handicapped youngsters. They had selected MCPS as a model to use for that transition because of the work done by Margit Meissner and others. They had invited over 30 executives and business leaders to a meeting. They would fund training for business people and employers to accept interns. They would provide further training for the parents and youngsters themselves in the training process. He commented Mr. Richard Marriott for their major commitment to this project. If it worked in Montgomery County, they had made a commitment to do this throughout the United States.

24. Dr. Pitt commended Karen Varesco, third grade teacher at Cashell, who was recognized at the state PTA meeting as teacher of the year.

25. In regard to the wall at Springbrook, Ms. Serino said that many students were making efforts to reach other students in different schools and they had sensitivity awareness day coming up this week. She appealed to high school students to be sensitive to each other, other schools, other religions, and other races.

RESOLUTION NO. 668-89 Re: EXECUTIVE SESSION - NOVEMBER 28, 1989

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Goldensohn, 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 November 28, 1989, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 669-89 Re: MINUTES OF OCTOBER 10, 1989

On recommendation of the superintendent and on motion of Dr.

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

RESOLVED, That the minutes of October 10, 1989, be approved.

RESOLUTION NO. 670-89 Re: TENTATIVE APPROVAL OF SCHOOL NAMING  
POLICY (THREE YEAR CHANGE)

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

WHEREAS, Women and minorities have played a major role in the history of our nation, state and county; and

WHEREAS, The Board of Education wishes students and staff of our schools to be continuously aware of those contributions; and

WHEREAS, The contributions of many white males have been recognized in the naming of schools while few women and minorities have been so honored; and

WHEREAS, Despite Board and staff encouragement, only one community has chosen the name of a woman or minority for its school since passage of the current "Policy on Naming Schools" in October, 1984; now therefore be it

RESOLVED, That the Board of Education makes the following limited term exception to the school naming policy; and be it further

RESOLVED, That for a period of three years all new secondary schools will be named in honor of either a woman or a member of a minority group; and be it further

RESOLVED, That any elementary school that does not receive a geographical name will be named for a woman or a minority group member; and be it further

RESOLVED, That the Board of Education will compile a list of suggested names of distinguished women and minorities as suggestions for community groups to use in recommending a name for its school to the Board.

RESOLUTION NO. 671-89 Re: FIVE-YEAR PLAN FOR MAGNET PROGRAMS

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

WHEREAS, On March 14, 1989, the Board of Education adopted a resolution to schedule a discussion of a five-year plan for magnet school programs and plans; and

WHEREAS, The resolution directed the superintendent to schedule this



discussion prior to the fall facilities process; and

WHEREAS, Magnet school communities are presently studying organizational changes which would have significant effects on magnet programs; and

WHEREAS, The issue of magnet programs is a complex one requiring extensive staff time and study; now therefore be it

RESOLVED, That the Board of Education amend its March 14 resolution and adopt the following time line for discussion of magnet programs:

January, 1990 - superintendent's paper defining issues to be addressed and a process for developing a plan for magnet programs through FY95

September, 1990 - Board review/discussion/action on the five-year plan for magnet programs

RESOLUTION NO. 672-89 Re: APPOINTMENT OF MEMBERS TO EDUCATIONAL FOUNDATION

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

WHEREAS, On July 12, 1988, the Board of Education established the Montgomery County Public Schools' Educational Foundation, Inc.; and

WHEREAS, The Board of Education approved the Articles of Incorporation and Bylaws of the Montgomery County Public Schools' Educational Foundation, Inc.; and

WHEREAS, The Bylaws authorize the Board of Education to select seven Directors as follows: One member of the Board of Education, three members from the community-at-large, and three members of the Montgomery County Public Schools' staff; and

WHEREAS, On August 22, 1988, Dr. Renee M. B. Brimfield was appointed to serve a one-year staff member term, and on September 26, 1988, Mrs. Vicki Rafel was appointed to serve a one-year community term from January 1, 1989 to December 31, 1989; and

WHEREAS, Both Dr. Brimfield and Mrs. Rafel have indicated their willingness to be reappointed to a second term; now therefore be it

RESOLVED, That the following individuals be appointed by the Board of Education to serve a term as designated:

Renee M. B. Brimfield, January 1, 1990 to December 31, 1992  
(staff)

Vicki Rafel, January 1, 1990 to December 31, 1992 (community)

Re: NEW BUSINESS

1. Mr. Ewing moved and Mr. Goldensohn seconded that the Board of Education schedule a discussion of the policies and practices with regard to extended school year services for handicapped students.
2. Mr. Ewing moved and Mrs. Hobbs seconded that the Board of Education schedule a discussion of a proposed policy on the use and application of modular construction in school facilities.
3. Dr. Cronin moved and Dr. Shoenberg seconded the following:  
WHEREAS, Quality day care and adequate facilities for day care are prime concerns of parents in Montgomery County; and

WHEREAS, In an expanding school system, day care providers using school system space are often forced to relocate when the space is needed for the regular school program; and

WHEREAS, There are educational and economical advantages in locating day care services as part of neighborhood schools close to the homes of the children; now therefore be it

RESOLVED, That the members of the Board of Education support the following concept regarding provision for day care:

1. When school sites will allow it, new schools and schools undergoing major renovation will include a structure for day care;
2. Although on school property, the day care structure will be funded and owned by the county government and dedicated to day care use; and
3. Details regarding ownership, site location, construction, and operation including use of school system facilities and grounds would be developed by school system and county government staff and approved by the county and Board of Education.

and be it further

RESOLVED, That the members of the Board of Education encourage the county executive and County Council to support this cost-effective concept of providing day care facilities for the children of the county.

4. Dr. Shoenberg moved and Mr. Ewing seconded the following:

RESOLVED, That the Board of Education request the superintendent to appoint a committee to explore means of evaluating system and individual school teaching performance that are based on methods other than standardized tests; and be it further

RESOLVED, That the superintendent report the committee's findings

and his recommendations for action in this matter to the Board by the end of August, 1990.

5. Ms. Serino moved and Dr. Shoenberg seconded that the Board of Education schedule a discussion on the issue of class rank in senior high school.

6. Mrs. DiFonzo moved and Dr. Cronin seconded that the Board of Education schedule a discussion of tuition reimbursement for Board members.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Minority-, Female-, or Disabled-owned Business (MFD) Procurement Report
4. Monthly Financial Report
5. Residency and Tuition Review Committee Annual Report
6. Annual Report of 1988-89 Child Abuse and Neglect Referrals

Re: ADJOURNMENT

The president adjourned the meeting at 5:20 p.m.

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PRESIDENT

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SECRETARY

HP:mlw