





through Grade 6 classrooms.

Dr. Thomas asked the Board to close their eyes and go back to their elementary school days. She suggested that they remember what their classroom looked like when they studied social studies. When teachers had done this exercise, they had reported that their social studies classroom was a lot of fun. They enjoyed the activity in that class when they were students in elementary schools. They had had an opportunity to hear speakers, to go on field trips, and to do projects. They had had a chance to voice their opinions. They travelled to distant lands and never left the classroom. She hoped that Board members had had good experiences in social studies.

Dr. Thomas said that a good social studies program was active, involved, built on the experiences that children had, and moved into different kinds of modalities and techniques. They might recall working on a report by themselves, with a friend, or in a group. She said that they had asked new teachers to tell them what they thought social studies should be and role play as if it were back-to-school night.

Dr. Thomas stated that first and foremost social studies was citizenship education. No other discipline had that charge. Secondly, it was the study of people and interacting with other people. Third was decision-making, inquiry, and critical thinking skills. The fourth was map and globe skills. It also looked at each of the different sciences that made up social studies. Their curriculum was called "widening horizons."

In kindergarten they began with the child, the family, and the school. The displays included a school of fish and a map of the school. As they moved into first grade, they looked at the basic needs of people including food, clothing, shelter, and economics. The display included examples of different shelters the children had built. Social studies integrated reading/language arts, math and science. The students looked at how one dressed for different seasons, different climates, and different countries.

In Grade 2, they looked at different kinds of communities. Potomac Elementary looked at their own community and matched it up with a sister community. They decided whether a community was urban, suburban or rural. Students also looked at holidays, their heritage, the concept of ethnic diversity, and citizenship.

The Grade 3 curriculum included studies of Ghana, Japan, and Mexico. This grade also included a very heavy geography unit at the start of the year. Grade 4 was a year's study on the State of Maryland. They looked at contemporary Maryland and the history of Maryland. One unit looked at the Washington metropolitan area.

Fifth grade looked at United States history from the early period of the explorers up to the Civil War. Grade 6 centered on Africa and ancient Egypt, Greece, and Rome. Dr. Thomas said that in all grades they looked at holidays, and they had big units on the Constitution.

Dr. Ellen Jay, media specialist at Page Elementary School, stated that her topic was instructional materials and their role in social studies. There were three major functions. One function was that of teacher planning. In that role, they used curriculum guides, field trips, bibliographies, journals, and textbooks. A second major function included the materials used in class group instruction. They were providing core concept instruction and a framework for discussions. These included films, film strip kits, realia, transparencies, textbooks, tapes, maps and globes.

Dr. Jay explained that the third major function included materials that youngsters used in small groups. This was where they provided for differentiation of instruction and equity of access to information. They used reference books, nonfiction trade books, historical fiction, picture books, computer programs, etc. Students were not all working out of the same page of the textbook. She said that while a wide variety of materials were indispensable to quality teaching and learning, it was not the materials themselves that did the job. It was the interaction with the materials through the assignments developed by teachers that made the difference. She demonstrated a unit on transportation for second graders which integrated language arts, comparisons, and studies of industries and occupations relating to transportation. She explained that they had map skills activities involving transportation as well.

Dr. Jay reported that they had taken students to Seneca school house which was constructed in the 1860's. They took a group of slides and had students write narrations for the slides. One group did persuasion, another did narration, another did information, and the fourth group did thoughts and feelings. The students got a real good feel for the intent of writing and the audience. They also studied economics which included decisions about replacing and repairing things. She commented that there was no textbook for life. They needed to provide experiences in locating information, organizing it, and applying it. This took teaming between the media teachers and classroom teachers and the planning time together to produce these activities.

Dr. Pitt remarked that he wished the County Council was present because they had just seen an example of what highly competent media specialists did in an elementary school.

Ms. Estelle Moore, third grade teacher from Forest Knolls, reported that in November she had visited Japan for two weeks. Her mission was not only to collect material things but to take all the ideas and the education she received back to Montgomery County. She had found that her map and globe skills were important. She had found a lot of similarities as well as differences, and she had found that by going to Japan and doing it first hand. She had received a chance to "feel" the culture. She said that there were three people from Montgomery County, two from Washington, D.C., and three from northern Virginia, and they became a family. They wanted to learn all they could to share with their colleagues back here. They wanted to bring back a wealth of information to show that through social studies they

could learn many disciplines. She noted that writing and reading skills were a part of social studies.

Ms. Moore said that when she came back from Japan she had an opportunity to do a new teacher training workshop. She had had an opportunity to share what she had learned in Japan. She remarked that new teachers needed to be inspired. The experienced teachers needed to model what they wanted new teachers to take back to the classroom. She wanted to model some of the wonderful things she received when she was in Japan.

Ms. Moore reported that from 1987 to the present, classroom teachers volunteered to learn about how to present the Bicentennial of the Constitution. In August of 1988, there was another workshop on elections. Grade 1 teachers had stipends to include the study of economics in the social studies curriculum. She pointed out that many of these workshops were not stipended, and teachers volunteered to attend these workshops. Grade 4 teachers did a Chesapeake Bay study on site, and this study produced lots of materials for use by other teachers. Grade 6 teachers had a three-hour stipend workshop on Africa.

Ms. Moore explained that Grade 3 teachers would be involved in a stipend workshop on Ghana, Mexico, and Japan. It was planned that Grade 4 teachers would have a workshop on economics in Maryland. Last summer and fall they conducted new teacher training for all grades. She commented that the children benefitted from this teacher training, and in turn this made their country prosperous and strong. Ms. Laura D'Aiutolo, social studies resource teacher, said that her topic was citizenship and how the Bicentennial had highlighted citizenship. The four components of their program were equal opportunity, human dignity, justice, and pluralism. One of their major goals was the test of citizenship skills. They were now in the middle of a five-year celebration of the Constitution which helped to heighten the awareness and exposure of their students to citizenship. For the past two years, the support for the celebration had been very comprehensive. Teachers had worked during the summer and the school year to write Constitution activities for Grades K through 6. A network of Constitution liaison teachers was set up in each elementary school, and the network disseminated information to teachers about MCPS workshops; A-V materials; resources of local, state, and national agencies; and conferences held in the Washington area.

She reported that teachers worked very hard to integrate all these activities and experiences into the curriculum. Classroom constitutions were written, bills of rights were written, and student rights and responsibilities were discussed. Plays were produced, songs were composed, and parents and local community agencies were actively involved. It was important to point out that the Bicentennial celebration did not occur in isolation in the county. The theme of citizenship was woven into the curriculum. Students were given many opportunities to expand these concepts of citizenship. For example, in kindergarten and first grade, students

learned about themselves in relation to the world around them. In second grade many teachers created communities and the students became role players. In third and sixth grade, current and modern cultures were studied including different governments and the rise and fall of empires. Included in this was the effect of leadership on the fates of nations. In fourth grade students looked at the responsibilities and jobs of local officials. In the fifth grade the students experienced the birth of a nation and looked at national government, checks and balances, and citizen decision making. They had mock trials and debates over Constitutional issues. Schoolwide activities also fostered citizenship across grade levels. Students voted for and elected SGA officers. They became involved in outreach programs with senior citizens and the homeless.

Ms. D'Aiutolo commented that all of these meaningful events were made possible for students through continuing curriculum development and teacher training. This support separated excellence in education in Montgomery County from other school systems. Many workshops were offered to teachers so that they could interact with one another and share ideas. Two schools in the county were piloting a new citizenship education program entitled, "Citizenship Awareness Awards Program." She thought that their social studies curriculum was strong because of all these efforts.

Ms. D'Aiutolo recalled reading many stories that citizenship was in crisis. The authors did not think that young people had the skills to move the nation forward. She did not think that these historians had been to Montgomery County. The schools had received a national award recognizing contributions to the Bicentennial. She believed their social studies curriculum was to educate students to be citizens as adults. She noted that Justin Swope, an MCPS student, had won the national student essay contest on what his country meant to him. She said there was no greater thrill as an educator than to watch a young student express his feelings to the president of the United States. She felt all of them could be extremely proud that they were helping young citizens be the best that they could be.

Ms. Laura Hart Silkwood, principal of Damascus Elementary School, stated that she was concerned about implementation of all curriculum. Each year her school targeted one specific major of the curriculum. They had targeted math and reading in previous years. This year they were concentrating on social studies. In addition, they had a minority achievement objective, a climate objective, and an objective for math manipulatives.

Ms. Silkwood explained that this objective came out of a structured school visit by Dr. Thomas. She had visited every classroom and observed every teacher. Her comprehensive look at social studies was taken as a basic needs assessment although there were many strengths included in the report. Ms. Silkwood developed goals for the school with the help of her staff. Their goal this year was to focus on social studies instruction with an emphasis on integration and clustering of social studies objectives with all other curriculum areas. Then they developed an action plan within the school's

management plan. This included in-service instruction for teachers which included help in writing social studies objectives, modeling lessons on cooperative learning, and team planning involving art, music, and physical education teachers. The school had long- and short-range plans for buying social studies materials. They started off by making sure that every classroom had adequate globes and maps and some new texts. They also focused the resource staff in the school around social studies. For example, the reading teacher modeled various social studies lessons.

Ms. Silkwood asked all the teachers to do a comprehensive scope and sequence for the whole year. Teacher specialists from the area office were involved in the development of those plans. At back-to-school night, teachers informed parents about the scope and sequence. She focused at least one of her formal observations of every teacher on a social studies class. In the post observation conference, she had an opportunity to go over the strengths and to do more encouraging. She did a lot of coaching of staff and went into the classrooms at least once or twice a day to hear student reports and give hugs.

Ms. Silkwood explained that she tried to encourage excellence. This year she had nominated two staff members to receive the Resource Connection's teacher of the month award for their use of community resources and businesses throughout the Damascus area. She also encouraged staff to share their expertise with each other. They encouraged field trips especially in Damascus where the children needed to get out and see the rest of the area. They were fortunate because they had an intraschool television system. Every day they had a live broadcast of WDES news. They had an anchor team of fifth and sixth grade students which changed regularly. The team went through current events and the events in the school. They interviewed guests, and the television program was the highlight that started their day.

Ms. Silkwood noted that there was no formal testing of social studies as they tested math, reading, and language. However, she worked with teachers especially in the area of reading because they were teaching many of the reading objectives through social studies.

Ms. Ann Dolan, sixth grade teacher at Potomac Elementary School, stated that for the students to be excited about learning, the classroom environment needed to be stimulating and reflect the curriculum. She showed slides of her sixth grade classroom. In her classroom she used visuals, maps, and products of the civilization the students were studying to motivate the students to want to learn more. She also posted her objectives so that the students knew what to focus on. Her bulletin boards allowed the social studies curriculum to be integrated into different subject areas. She showed a slide of students solving problems using Egyptian numerals. During their study of Africa, students read African folk tales, wrote original folk tales, and also created book jackets. By working with the reading teacher, she felt this further reinforced her unit on Africa.

Ms. Dolan reported that she arranged her room in groups so that she could utilize cooperative learning strategies. This led to discussions and challenged the students to use higher order thinking. In January they began their study of ancient Egypt. After consulting with the social studies specialist, she decided to simulate an archeological expedition into a pyramid. Students were divided into teams and were actively involved in learning about ancient Egypt. The teams worked on projects on government and law, religion, and Egyptian contributions. Students used trade books, picture books, and reference materials to do their research. This helped to individualize their learning. The groups worked together and shared their knowledge with each other. The final product was then displayed in the hall for everyone to enjoy. This showed the students that their work was valued.

Ms. Dolan reported that information was presented to the entire class which improved oral skills. In conjunction with their studies, she and the students were making mummies in art class. She had sent a letter home to parents asking them for lots of cardboard to make the mummies. The parents responded enthusiastically, and she felt that by their involvement they became supporters of the curriculum. The students were also working on charts showing the government, cultural characteristics, and technological ideas of Egypt which were reflected in western civilization. She had received this idea in a summer workshop she had taken on social studies. She planned to use computers to make a file to compare Egypt, Greece, and Rome.

\*Dr. Shoenberg joined the meeting at this point.

Mr. James Ritter, teacher specialist, stated that he would like to address two areas they had targeted over a three-year period. One was in the area of geography skills, and the other was in the area of critical thinking skills. During the past two summers they had revised the map and globe continuum chart. Teachers had worked on revision of those activities and had incorporated those into the various units at each grade level. For example, when students studied communities at an early level it was important that they dealt with map and globe skills that would focus on community activities.

Mr. Ritter reported that they had a pilot at Twinbrook Elementary School where the map and globe skills were being tried out. In the future they hoped to refine those skills based on that pilot and then have additional pilots. He said that for teachers and media specialists they had computerized the best of social studies materials including reference materials, textbooks, trade books, etc. They were also working on a map and globe disk which would house the most highly recommended materials for schools to purchase. During National Geography Week they invited the publishers from the major map and globe companies to meet with media specialists, teachers, and principals.

Mr. Ritter remarked that Dr. Thomas recommended purchasing the very best. Among the best were the hands-on geography map kits. They

started with models of a community in the early grades and went on in the upper grades to correlate with the MCPS program. All of the new schools had these kits which cost \$350 per kit. In the future they planned to have geography workshops targeted for each grade level. In these workshops teachers received an in-depth approach to working with maps and globes. There were geography conferences attended by Dr. Thomas and the teacher specialists, and out of those conferences they learned new techniques for the teacher specialists to take back to their schools. In addition, they would be forming an alliance with the National Geographic Society because Maryland was getting involved in that program.

In terms of critical thinking skills, Mr. Ritter said they had a six-hour in-service course called, "HOIS and the Social Studies," which was taught by Dr. Thomas and others. They also offered afterschool workshops in critical thinking. Through a grant from the University of Maryland, they offered an economic workshop for their first grade teachers. They were expanding that to include several other grade levels.

Mr. Ritter introduced Miss Liz Schwartz, a fourth grade student at Lake Seneca who was working on a social studies project.

Miss Schwartz said that her favorite subject was social studies because it was fun and she had learned so many interesting things. She had found that social studies was not boring because it was about life. In her class they formed groups that were just like political parties. During the election, their groups nominated their own candidates for president and vice president.

They learned about the early history of Maryland, including the Indians who lived here in long houses, and the settlers who came here to establish Maryland and protect religious freedom. Some of the girls in her class were working on a play about the early history of Maryland. They had also been learning about the three branches of government and about how a bill became law in the state legislature and in Congress. They even got to tour Annapolis.

Miss Schwartz reported that in school they were allowed to decide to do an education enrichment project which was a chance to work in a small group with Mrs. Kress, Mr. Barnett, and Mrs. Kursman. For her education enrichment project, she was trying to get signatures on a petition to limit beer commercials on television. After that, she would send them to the State House in hopes of turning it into first the bill and then the law. She hoped that her social studies project would some day make Maryland an even better place to live.

Mr. Clark reported that the trips to Japan were in their fifth year and were funded by the Japanese Foundation which is a coalition of businesses and private citizens. This was to express appreciation for the education of Japanese children in the Washington area. He had had the opportunity to go two years ago, and this past weekend his host family visited Montgomery County.

Mrs. DiFonzo commented that her children had gone through the MCPS social studies curriculum which was a learning experience for her entire family. She cited some of the projects completed by her children. Her own experience with social studies consisted of barren classrooms, one geography book, and rote memorization. She was delighted with the experiences her children had in social studies. Even though they might never get to Japan or Mexico or Hawaii, the manner in which MCPS approached social studies gave them about the closest thing to actually being there. Mrs. DiFonzo requested additional information on student outcomes.

Dr. Thomas replied that the curriculum consisted of three or four components including the content, the affective component, and the skills component. For example, in the area of history at the end of the sixth grade, students should be able to put key events in chronological order. They should be able to name important men and women who made major contributions. In terms of geography, a child ought to be able to find himself or herself on this earth by map and by globe. The child should be able to name the continents and the oceans. Students should know about the impact of the environment on those places. She also felt strongly about economics. While there was support for including more history and geography in the curriculum, she was distressed there wasn't more talk about economics. A child should be able to walk out of the sixth grade understanding some of the basic principles of economics including some understanding of international markets and trade.

Dr. Thomas stated that map and globe skills stood for themselves. She was particularly concerned about decision making. They needed to give children the ability to make informed decisions. For example, she did not know what today's kindergarten students graduating in the year 2001 would need to know. In regard to the affective component, they emphasized multicultural education. It was important that youngsters understood the sense of culture and civilization and have empathy for other cultures. They were the ones who would have to deal with their international neighbors.

Dr. Cronin asked how often they were able to conduct structured school visits. Dr. Thomas replied that this was her fourth year with MCPS. In her first three years she conducted between 12 and 15 structured visits. The suggestions for the schools to visit came from the area offices as well as the schools themselves. This year they had not done any formal school visits. On the other hand, a school could request help on a formal or informal basis. Originally there had been a five or seven year plan to visit all elementary schools. That plan was now on hold. Mr. Clark explained that there was a problem with getting to the schools over such a long period of time. The area offices felt that they should identify the schools they wanted the coordinators to come into and the specific things they should look at. This put them in the role of consultant support to the area offices and the school staff. Dr. Pitt added that the structured school visit was something that was identified by the area office for a particular coordinator to do. The area itself conducted the structured school visits, and each principal had a management

plan with a certain focus.

Mr. Ewing commented that in the discussion of the Bicentennial there was reference to the concepts of equal opportunity, justice, the dignity of human beings, etc. It was important for him to understand how those concepts which were integral to the survival of the American political system and culture were used in other contexts. He did not know whether they got to the question of South Africa in elementary school, but certainly the values espoused by South Africa were fundamentally different from American values. He asked about the extent to which the curriculum was committed to the continuing exploration of the issues of equal opportunity and justice. Dr. Thomas replied that they were extremely committed to that. This was in the instructional guides at every grade level. For example, as students looked at the world of work they would also look at the dignity of work and equal opportunity. Students studied the very important contributions of ethnic groups in America and minority groups around the world. In addition, they had Black History Month, Women's History Month, Sensitivity Awareness Day, and Human Relations Day. This was a very strong component of their curriculum. Dr. Jay added that youngsters also brought in articles of interest when they discussed current events. Mr. Ritter noted that there were a number of public television programs that teachers used because they focused on current events and world issues. Teachers used these programs to get students to think and to question. In fact, students wrote letters to the program itself and give them opinions and views. Mrs. Hobbs asked Miss Schwartz if she had brought in her petition, and Miss Schwartz replied that she had not. It was suggested she might wish to send it in.

Mrs. Hobbs noted that the presentation was on K-6; however, the sixth grade was going into the middle school. She asked about problems they faced by the removal of the sixth grade from the elementary school setting. Dr. Thomas replied that they did not have any problems that could not be solved. They had the question of the role of the elementary social studies teacher specialist who had been servicing K-6. The sixth grade teachers in the new setting wanted to take their teacher specialists with them. This question would have to be answered at the area office. They did have resource teachers in the middle schools. In their training they had tried not to forget that the sixth grade was going into the middle school. They were willing to provide the support, but they needed clarification from the area office as to how they wished to use that support. The curriculum was not a problem per se. The sixth, seventh, and eighth grade was a world cultures approach. As schools converted to middle schools, there was a need for staff to be aware of the resources in the elementary schools for the sixth grade. She was working with Dr. Wilson on this coordination. Dr. Jay added that when Banneker went to a middle school, they had moved text-oriented materials to the middle school.

Dr. Pitt explained that the teacher specialists were there because the elementary schools did not have specialization. At the secondary level there was more specialization, and the teacher working with the

child had more experience in a particular subject. They would not need quite as much support.

Dr. Shoenberg commented that he did not see much of anything to do with western European history except classical Greece and Rome. Dr. Thomas replied that they did cover the explorers, continental drift, and the first Americans. They did not look at other forms of European history in any great detail. They did touch upon this as they looked at the history of Maryland. Students got a stronger introduction to European studies in the seventh and eighth grades. Dr. Shoenberg said he had some concern about that because European history appeared to be slighted in the curriculum.

Dr. Shoenberg remarked that through the social studies curriculum they were very conscious about different ways that children learned. There was an opportunity for every kind of learning style. He said they had given careful thought to student learning in the curriculum. It seemed to him to be wonderful that they were so endlessly creative in their approaches.

Mr. Goldensohn recalled that in his school days there was a bare classroom with out-of-date maps. However, he had learned geography which had become his field in school. Mapping was a part-time job in college and his first professional position. He was married to an elementary school teacher who was now teaching sixth grade. He felt that social studies was the core curriculum for the elementary schools and was perfect for wrapping everything together including English, math, physical education. The presentation this morning was quite impressive and was probably one of the best the Board had ever seen.

Ms. Silkwood commented that one of their greater curricular challenges was dealing with combination classes in relation to social studies. The social studies curriculum showed a lot of flexibility because they had a 2-3 combination that was able to cover the major themes and objectives of social studies, and she hoped that flexibility would be maintained.

Mrs. DiFonzo said there had been mention of youngsters not needing to know a date but needing to know a time frame. She asked about when they plugged in the time line into instruction. Mr. Ritter replied that teachers created their own time lines. He had seen some where students started with pictures of their own family and traced their own background. He had seen time lines kept around the perimeters of classrooms, and teachers did a good job of relating the past to the present. Mrs. DiFonzo reported that she had seen time lines in schools, but she recalled that the events were vis-a-vis particular units as opposed to how this fitted into the grand scheme. She thought this might be a gap, and Dr. Thomas replied that this would vary with the teacher.

Mrs. Praisner had the firm appreciation that they were trying to convey concepts, ideas, and relationships within the social studies curriculum. She had also read about what students did not know. In

her elementary school program she had had a mixed bag of experiences. She recalled that she was expected to recite and memorize certain poems and expected to know certain dates and events by the time she finished the elementary school. She asked for their comments about the criticism they had seen about multiple test results. For example, children did not know the year the Revolution started and could not name the 50 states. Dr. Thomas asked when was the last time someone asked them to name the seven states bounding Tennessee. She suggested that being able to memorize a list of exact dates would not necessarily produce the kind of decision-makers and thinkers they were going to need for the 21st century. However, if a child put an event two centuries off, they had a problem. The child should be able to place that event in a close proximity of time and see the relationships of events and people. This was what they were really after. They now knew that rote memory was not going to stand a person in good stead later on in life. Mr. Ritter explained that they wanted students to be thinkers and know where to find the information. Dr. Thomas commented that if they required students to know exact dates they would feel safe when it came to test assessment. However, this did not begin to scratch the surface of the learning that child had had.

Mr. Park expressed his appreciation to staff and Dr. Thomas. He knew that a lot of students would like to respond to the criticism about the "lack of knowledge of geography and history." In his elementary years he had experienced the outdated maps, and he was pleased to see how far the curriculum had come in ten years. He thought the concepts the students were learning and the foundation they were receiving was more important than dates and learning where Massachusetts was on a map.

Dr. Pitt expressed his appreciation to staff for their presentation. He was especially impressed by the first-year teacher and the fourth grade student. He was getting depressed about some of the comments he had heard about education including high dropout rates and what was wrong with American education. The problem was that these were national averages, and education was localized. He agreed that in Montgomery County they did have a lot of things they could improve on, but the basic education received by young people in Montgomery County or Fairfax was very different than the education they were getting in some other places. He suggested they had to look at what they were doing locally and be critical locally and not apply national statistics to a locality.

Dr. Thomas thanked that Board for their support of social studies. At times social studies teachers got a little bit discouraged when they saw time, money, and effort going into math, science, and reading. She believed that they were one of the four major academic disciplines and that the Board would not forget them.

Re: EXECUTIVE SESSION

The Board met in executive session from 12:15 p.m. to 2 p.m. to discuss legal issues.

RESOLUTION NO. 76-89 Re: ANNUAL REPORT TO CITIZENS

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 accepts and endorses the recommendations of the superintendent on an annual report to citizens.

RESOLUTION NO. 77-89 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

60-89	Substitute Calling System	
	AWARDEE	
	Telecommunications Support Systems, Inc.	\$ 86,000

Remarks: Contingent on availability of funding

72-89	LCD Imaging System	
	Kunz, Inc.	\$ 51,395
	Nicholas Pipino Assoc., Inc.	27,077
	Ritz Audio-Visual Assoc., Inc.	6,622 *
	Total Audiovisual Systems, Inc.	1,910 *
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	Total	\$ 87,004

74-89	Industrial Arts Hand Tools	
	Allegheny Educational Supply Co., Inc.	\$ 2,204
	Brodhead-Garrett Company	884
	Chown, Inc.	1,733
	Diamond Core Drilling & Sawing Co.	3,207
	Fairway Electronics	335
	G.F.S. Home Center	188 *
	Graves-Humphreys Company	1,917
	Meyer Seed Company	1,848
	Noland Company	28,768
	Satco	12,162
	Sears Contract Sales	2,273
	Techni-Tool, Inc.	92

	Thompson & Cooke, Inc.	6,770 *
	Tool Shack	1,255
	Triple M Industrial Supplies, Inc.	233 *
	Wheaton Paint and Hardware	282
	Wilson Supply Company	481
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	Total	\$ 64,632
76-89	Industrial Arts Lumber	
	Lisa Lumber Company, Inc.	\$ 8,012 *
	Mann and Parker Lumber Company	26,236
	Nelco Lumber and Home Centers	43,878
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	Total	\$ 78,126
78-89	Laser Printer Equipment	
	Xerox Corporation	\$282,792
79-89	Art and School Papers	
	Barton, Duer & Koch Paper Company	\$ 26,248
	Carolina Pad and Paper Company	3,726
	Chaselle, Inc.	280,562
	Dixie School and Office Products	13,250
	Garrett-Buchanan Co., Division of Paper Corporation of America	30,175
	Intac, Inc.	28,138 *
	Service Reproduction Company	3,510
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	Total	\$385,609
80-89	Music Furniture	
	S & H Manufacturing	\$ 1,395
	Wenger Corporation	29,344
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	Total	\$ 30,739
81-89	Office Chairs and Rocking Chairs	
	Douron, Inc.	\$ 73,361
	Jakanna Woodworks, Inc.	57,953 *
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	Total	\$131,314
83-89	Frozen Foods	
	Atlantic Food Services	\$ 26,232
	The Bagel Shoppe, Inc.	3,280
	Carroll County Foods	54,621
	Granny's Kitchen's Ltd.	12,050
	Marchones-National Foods, Inc.	31,977
	A. W. Schmidt & Son., Inc.	885
	Smelkinson Sysco	11,880
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	Total	\$140,925
84-89	Processed Meats	

	Carroll County Foods	\$ 26,232
	Gorges Foodservice, Inc.	20,100
	Institutional and Industrial Food Specialists, Inc.	26,057
	A. W. Schmidt & Son, Inc.	5,247
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	Total	\$ 77,636
87-89	Ceramic Supplies Chaselle, Inc.	\$ 32,316
92-89	Photographic Supplies and Equipment Penn Camera Exchange	\$ 91,958
	Wholesale Educational Suppliers Co.	1,960
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	Total	\$ 93,918
TOTAL OVER \$25,000		\$ 1,491,011

\* Denotes MFD Vendors

RESOLUTION NO. 78-89 Re: ART ROOM KILN VENTILATION

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

WHEREAS, Sufficient capital funds are available to effect award of contract; and

WHEREAS, The low bidder, Arey, Inc., has performed similar projects satisfactorily for MCPS; now therefore be it

RESOLVED, That a \$37,852 contract be awarded to Arey, Inc., for furnishing and installing ventilation for art room kilns at various schools, and kiln wiring at the Carl Sandburg Center, in accordance with plans and specifications prepared by the Department of School Facilities in conjunction with Morton Wood, Jr., Engineer.

RESOLUTION NO. 79-89 Re: EARLE B. WOOD MIDDLE SCHOOL -  
ELEVATOR ADDITION

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

WHEREAS, Sufficient Funds are available to effect award of contract; and

WHEREAS, The low bidder, Ernest R. Sines, Inc., has performed similar

projects for MCPS satisfactorily; now therefore be it

RESOLVED, That a \$159,980 contract be awarded to Ernest R. Sines., Inc., for the elevator addition at Earle B. Wood Middle School in accordance with plans and specifications prepared by Arley J. Koran, Inc., Architect.

RESOLUTION NO. 80-89      Re:    ARCHITECTURAL APPOINTMENTS - BURNT MILLS  
ELEMENTARY SCHOOL

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

WHEREAS, It is necessary to appoint an architect to provide required design and construction administration services for an addition to the Burnt Mills Elementary School facility; and

WHEREAS, Architectural planning funds have been included in the FY 1989 Capital Budget request for a capital project at the Burnt Mills Elementary School facility; and

WHEREAS, The architectural/engineering selection procedures, approved by the Board of Education on May 13, 1986, were employed in the selection of Smolen, Rushing + Associates, as the architect-of-record for this project; now therefore be it

RESOLVED, That the Montgomery County Board of Education enter into a contractual agreement with Smolen Rushing + Associates to provide required design and construction administration services associated with the construction of an addition to the Burnt Mills Elementary School facility for a fee of \$203,462, contingent upon the County Council appropriating funds through a supplemental appropriation to the FY 1989 Capital Budget.

RESOLUTION NO. 81-89      Re:    ARCHITECTURAL ADJUSTMENTS - VARIOUS  
CAPITAL PROJECTS

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

WHEREAS, Changes to the original plans for various capital projects were approved as part of the FY 1989-1994 Capital Improvements Program; and

WHEREAS, These changes necessitated fee adjustments for architectural service contracts; now therefore be it

RESOLVED, That the following contracts for architectural services be amended to reflect the increased fee identified for each contract:

Fee	Total Fee % of Est.
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INSTALLATIONS AT VARIOUS SCHOOLS

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

WHEREAS, The low bidder is within staff estimate, and sufficient funds are available to effect the award; and

WHEREAS, The low bidder is qualified for the work and has met all requirements of the specifications; now therefore be it

RESOLVED, That a \$52,693 contract be awarded to Lite-Way Communications, Inc., for installation of telecommunications/cable TV networks at Chevy Chase, Wood Acres, Glen Haven, and Woodfield elementary schools and Col. E. Brooke Lee Middle School.

RESOLUTION NO. 84-89 Re: RECOMMENDED FY 1989 CATEGORICAL TRANSFER WITHIN THE PROVISION FOR FUTURE SUPPORTED PROJECTS

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

RESOLVED, That the superintendent of schools be authorized to effect within the FY 1989 Provision for Future Supported Projects the following categorical transfer in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
1 Administration		\$ 7,778
3 Instructional Other	\$ 7,778	
	-----	-----
Total	\$ 7,778	\$ 7,778

and be it further

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

RESOLUTION NO. 85-89 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR A HOME/SCHOOL COOPERATION PROGRAM

On recommendation of the superintendent and on motion of Mr. Ewing 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 1989 Provision for Future Supported Projects a grant award of \$3,000 from MSDE, under ECIA Chapter 2 funds for the FY 1989 Home/School Cooperation Program in Category 1 -



Shaller, Bernice Classroom Teacher  
Ashburton ES

10

RESOLUTION NO. 89-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Frederick S. Evans	Assistant Principal Julius West MS	Principal Parkland MS Effective: 2-15-89

RESOLUTION NO. 90-89 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
Cornell T. Lewis	Acting Associate Supt.	Associate Supt. Area 1 Office Effective: 2-15-89

RESOLUTION NO. 91-89 Re: PRESENTATION OF PRELIMINARY PLANS -  
BURNING TREE 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 architect for the Burning Tree Elementary School has prepared a schematic design in accordance with the educational specifications; and

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

RESOLVED, That the Board of Education approve the preliminary plan report for the Burning Tree Elementary School prepared by Bryant and Bryant AIA, Architects and Planners.

RESOLUTION NO. 92-89 Re: AN AMENDMENT TO THE AGENDA FOR

FEBRUARY 14, 1989

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

RESOLVED, That the Board of Education amend its agenda to take up a facilities issue relating to the Kennedy Cluster.

Re: FACILITIES ISSUE - KENNEDY CLUSTER

Mrs. Ann Briggs, director of the Department of Educational Facilities Planning and Capital Programming, reported that the Board had adopted an alternative in the Kennedy Cluster which was based on a proposal submitted by the Bel Pre PTA. The resolution stated specifically that students coming from Longmead Crossing would be placed in the Strathmore service area and also that the attendance area known as the Connecticut Avenue Triangle would be reassigned to Bel Pre. The Board asked staff to check with the communities to make sure they were talking about the same area. This noon they had received a letter from the Bel Pre PTA which asked that the alternative be modified because it would reassign about 85 students out of the Bel Pre service area. They were asking that the proposal be modified so that only the Longmead subdivision would be assigned to Strathmore. Dr. Cronin questioned whether the Board had the authority at this point to add a new facilities option without opening up the need for a hearing. He suggested that the Board thank the community for their new proposal and request them to address it at the hearing in their testimony. Staff agreed to provide information on the schools in both cases.

For the record, Dr. Cronin made the following statement:

"The record should show that the Board is not acting on this proposal today or before the hearing. What is before us is the original letter which included the Triangle. The PTA at that point may wish to come to us and say leave the Triangle and modify their original alternative. The Longmead and Strathmore communities should be alerted that this alternative may be presented in testimony that evening. This would preserve the integrity of the facilities process, but also alerts them to a potential change coming from the PTA itself."

Re: BOARD MEMBER COMMENTS

1. Dr. Cronin stated that last week he had had the opportunity to meet with a variety of the directors of human services within Montgomery County to discuss how services of the county and MCPS might be better coordinated. They had asked Dr. Cronin to work with the County Council and county executive and come back to the group to begin the process of integrating county services.

2. Mr. Goldensohn reported that he had attended a presentation of chamber singers groups from 12 high schools. The presentation was

sponsored by the Department of Aesthetic Education. The schools were evaluated but not placed on a rating. He asked staff to keep the Board informed in advance of these competitions.

3. Dr. Shoenberg said that on Saturday night he had attended a performance of the county honors bands and the jazz band. He had attended these events over the last several years and had noticed a steady improvement. Students were doing outstanding work.

RESOLUTION NO. 93-89 Re: EXECUTIVE SESSION - February 27, 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 February 27, 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. 94-89 Re: MINUTES OF JANUARY 10, 1989

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

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

RESOLUTION NO. 95-89 Re: MINUTES OF JANUARY 24, 25, 26, and 30, 1989

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Shoenberg, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mrs. Hobbs, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg voting in the affirmative; Mr. Goldensohn abstaining on the minutes of January 24 because he was not present):

RESOLVED, That the minutes of January 24, 25, 26, and 30, 1989, be

approved.

RESOLUTION NO. 96-89 Re: MINUTES OF FEBRUARY 1 and 2, 1989

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

RESOLVED, That the minutes of February 1 and 2, 1989, be approved.

RESOLUTION NO. 97-89 Re: ETHICS PANEL MEMBERSHIP

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

WHEREAS, The Board of Education adopted Resolution No. 162-84 which appointed three members to the Ethics Panel; and

WHEREAS, Dr. Adele H. Liskov was appointed for a three-year term which will expire on February 28, 1989; and

WHEREAS, Dr. Liskov has indicated that she wishes to continue to serve on the Ethics Panel; now therefore be it

RESOLVED, That Dr. Adele Liskov be reappointed to the Ethics Panel for a three-year term from March 1, 1989, through February 28, 1992.

RESOLUTION NO. 98-89 Re: BOE APPEAL NO. 88-43

On motion of Dr. Shoenberg 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. 88-43, affirming the decision of the superintendent.

Re: NEW BUSINESS

1. Mrs. Praisner moved and Dr. Shoenberg seconded the following:

Resolved, That the Board of Education direct the superintendent to develop a paper and plan that spells out current and future resource and staffing needs for MCPS magnet schools; such paper should include current enrollment, staff that is assigned to the school based on that enrollment and MCPS guidelines (including staff that is assigned based not solely on numbers but on school characteristics and needs), enrollment and staffing projections for the next five years, magnet description, staff assigned to the school based on the magnet design, and projections for the magnet and staff/resource need changes over the next five years; and this paper/plan should also include facility implications, if any, and current or future plans for involvement of other government services/agencies/programs; and be it further

Resolved, That each school staff and community shall receive

copies of the information pertaining to their school for their comments and reactions, and once this has been accomplished, and before the fall facility process, the Board of Education will schedule a discussion of magnet school programs and plans.

Dr. Shoenberg assumed the chair.

2. Dr. Cronin moved and Mr. Ewing seconded the following:

Resolved, That the Board of Education direct the superintendent to bring to the Board a proposal for the weighting of classes based on the number of students in those classes with special needs such as ESOL or handicapping conditions.

Dr. Cronin assumed the chair.

3. Mr. Ewing moved and Mrs. Praisner seconded the following:

Resolved, That the Board review all of the present system formulas for allocating various kinds of staff to schools so that the Board understands the nature and purpose of those, how and by whom, and when they are applied, what variables of judgment are used in addition to the formulas and how those are used and by whom.

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

Resolved, That the Board of Education review the issue of elementary school teacher requirements as we apply those in Montgomery County given that there are, of course, state requirements, there are typical requirements for obtaining a bachelor's degree in elementary education, and there are state requirements for certification; and that the review include whether or not the Board might wish to establish standards that go beyond the existing standards given some of the information that has arisen as the Board has considered elementary instruction particularly in science and math.

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

Resolved, That the Board of Education consider issues relating to the effectiveness of ESOL programs in the future, and the impact of ESOL programs on the regular classroom instruction, costs of programs, the need for ancillary services beyond language for those students whose native language is not English, and related issues.

6. Mr. Ewing stated that he had intended to bring up a new business item on policies and regulations on guns and weapons in the schools. However, the superintendent had agreed to bring recommendations to the Board in the near future. Dr. Pitt indicated that this would be before the Board very shortly. Mrs. DiFonzo asked that information be provided on students carrying beepers in the schools, and Dr. Vance indicated that this was in the report.

7. Mr. Ewing moved and Mr. Goldensohn seconded the following:

Resolved, That the Board of Education review the new teacher hiring level issue given that there is an increasing number of new teachers being hired, and it is essential for the Board to know whether the new teacher hiring rate, combined with Board and MCPS policy and regulations, are producing the appropriate mix of new teachers.

8. Mr. Ewing noted that the Board already had the issue of fund raising before them. He suggested that the committee look at the notion of setting a level above which some percentage of funds above that amount would be provided for support to poorer schools.

9. Dr. Cronin noted that there were linkages among the various new business items. Dr. Shoenberg suggested that it might not be possible to schedule these items in the near future because agendas were crowded and some of these items might take considerable debate.

10. Mrs. Hobbs moved and Mr. Ewing seconded the following:

Resolved, That the officers of the Board of Education schedule the same presentation of the report by the school and community counselor work group that was presented to the County Council on January 24.

RESOLUTION NO. 99-89 Re: BOARD/PRESS/VISITOR CONFERENCE

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

RESOLVED, That the name of the Board/Press/Visitor Conference be changed to "Public Comments."

Re: A MOTION BY MR. EWING TO AMEND THE  
FY 1990 OPERATING BUDGET, SENIOR  
HIGH SCHOOLS (FAILED)

A motion by Mr. Ewing to amend the FY 1990 Operating Budget, Senior High Schools, by adding \$15,000 for the Wheaton High School special ESOL center pilot failed with Mr. Ewing, Mr. Goldensohn, and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg abstaining.

Re: A SUBSTITUTE MOTION BY MR. EWING TO  
AMEND THE FY 1990 OPERATING BUDGET,  
DEPARTMENT OF EDUCATIONAL ACCOUNTABILITY

Mr. Ewing moved and Mr. Goldensohn seconded the following:

RESOLVED, That the FY 1990 Operating Budget, Department of

Educational Accountability, be amended by the addition of \$232,606, for the following:

1. An analysis of elementary school administrative and staffing needs in schools where there is a high proportion of minority, ESOL, Chapter I, or other students who require special support, or where there is a magnet program. \$48,803.
2. An analysis of the Kennedy, Einstein, Springbrook, and Wheaton cluster schools to determine what additional resources might be needed. \$58,803.
3. An outside assessment of the effectiveness of counseling, particularly with regard to minority students in schools. \$45,000.
4. An outside assessment of the MCPS Assessment Center to determine if it is working effectively and operating fairly with respect to minority candidates. \$80,000.

Dr. Shoenberg asked that the question be divided.

Re: A MOTION BY MR. EWING TO AMEND THE  
FY 1990 OPERATING BUDGET, DEA (FAILED)

A motion by Mr. Ewing to amend the FY 1990 Operating Budget, Department of Educational Accountability by adding \$48,803 for a study of elementary school administrative management failed with Mr. Ewing and Mr. Goldensohn voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mrs. Hobbs, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg abstaining.

Re: A MOTION BY MR. EWING TO AMEND THE  
FY 1990 OPERATING BUDGET, DEA (FAILED)

A motion by Mr. Ewing to amend the FY 1990 Operating Budget, Department of Educational Accountability by adding \$24,000 for a study of elementary school administrative management failed with Mr. Ewing and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg abstaining.

RESOLUTION NO. 100-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING  
BUDGET, DEPARTMENT OF EDUCATIONAL  
ACCOUNTABILITY

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

RESOLVED, That the FY 1990 Operating Budget, Department of Educational Accountability, be amended by adding \$30,000 for a study of schools with changing demographics.

\*Mrs. Praisner temporarily left the meeting at this point.

Re: A MOTION BY MR. EWING TO AMEND THE  
FY 1990 OPERATING BUDGET, DEA (FAILED)

A motion by Mr. Ewing to amend the FY 1990 Operating Budget, Department of Educational Accountability, by adding \$45,000 for an outside assessment of the effectiveness of counseling, particularly with regard to minority students, failed with Mr. Ewing, Mr. Goldensohn, and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, (Mr. Park), and Dr. Shoenberg abstaining.

RESOLUTION NO. 101-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING  
BUDGET, DEA

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

RESOLVED, That the FY 1990 Operating Budget, Department of Educational Accountability, be amended by the addition of \$20,000 for an in-house study of the effectiveness of counseling, particularly with regard to minority students.

\*Mrs. Praisner rejoined the meeting at this point.

Mr. Ewing withdrew his motion on a study of the assessment center. He made the following statement for the record:

"If the superintendent is, in fact, committing himself to a future agenda comprehensive discussion of the MCPS assessment center at a public meeting of the Board, I would be prepared for now to withdraw my motion."

Dr. Pitt stated that he was now on record to have this discussion.

RESOLUTION NO. 102-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING  
BUDGET, HEAD START

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

RESOLVED, That the FY 1990 Operating Budget, Head Start, be amended by the addition of \$38,151 for an additional Head Start class in the Gaithersburg/Germantown area.

RESOLUTION NO. 103-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING  
BUDGET, MARK TWAIN

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

RESOLVED, That the FY 1990 Operating Budget, Mark Twain, be amended by the addition of \$153,151 to add 1.5 teacher positions and 2.0 psychologist positions to Mark Twain.

Re: A MOTION BY MR. EWING TO AMEND THE  
FY 1990 OPERATING BUDGET, ELEMENTARY  
SCHOOLS (FAILED)

A motion by Mr. Ewing to amend the FY 1990 Operating Budget, Elementary Schools, by adding \$654,601 for 40.5 aides for Chapter I and Chapter I-eligible schools failed with Mr. Ewing and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg voting in the negative.

Re: A MOTION BY MR. EWING TO AMEND THE  
FY 1990 OPERATING BUDGET, ELEMENTARY  
SCHOOLS (FAILED)

A motion by Mr. Ewing to amend the FY 1990 Operating Budget, Elementary Schools, by adopting a two-year rather than a three-year plan for replacing copiers in elementary schools failed for lack of a second.

RESOLUTION NO. 104-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING  
BUDGET, MANAGEMENT, BUDGET AND PLANNING

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

RESOLVED, That the FY 1990 Operating Budget, Department of Management, Budget and Planning, be amended by the addition of \$75,701 for one professional position and a .5 clerical position to expand federal, state, and private foundation grant efforts.

Mr. Ewing asked that the following statement by Dr. Pitt be reflected in the minutes of the meeting in regard to a position to direct efforts for seriously emotionally disturbed children:

"We have a position we are holding particularly for that position. I have said that we would wait until after the SED committee as to how we would utilize that position. I don't think we need the money to do that. I have talked with some of the staff, special education people and others, and Dr. Fountain and Dr. Vance recently. I am probably going to fill that position temporarily with an acting person so that it gives us the flexibility to select the kind of person we really want there to do some coordinating even now. I am probably going to move on that rapidly. I have been convinced by some of the special education parents who feel strongly that it could be helpful and would send a message that we are really committed to the idea. There is a vacant position available, and if I put some

one in it would be purely acting at this point with the idea that once it comes through we would select someone. We do not need to add another position."

RESOLUTION NO. 105-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING BUDGET, STAFF DEVELOPMENT

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

RESOLVED, That the FY 1990 Operating Budget, Staff Development, be amended to add \$7,500 for a training workshop on implementation of plans for handling emotionally disturbed children.

RESOLUTION NO. 106-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING BUDGET, HIGH SCHOOLS

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

RESOLVED, That the FY 1990 Operating Budget, High Schools, be amended to add \$5,000 for a pilot to test the Sizer model for essential schools.

Re: A MOTION BY MRS. HOBBS TO AMEND THE  
FY 1990 OPERATING BUDGET, MARK TWAIN  
(FAILED)

A motion by Mrs. Hobbs to amend the FY 1990 Operating Budget, Mark Twain, by adding \$105,862 for two social worker positions failed with Mr. Ewing and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg abstaining.

Re: A MOTION BY MRS. HOBBS TO AMEND THE  
FY 1990 OPERATING BUDGET, MARK TWAIN  
(FAILED)

A motion by Mrs. Hobbs to amend the FY 1990 Operating Budget, Mark Twain, by the addition of \$52,931 for one social worker position failed with Mr. Ewing, Mr. Goldensohn, and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, (Mr. Park), Mrs. Praisner, and Dr. Shoenberg abstaining.

RESOLUTION NO. 107-89 Re: AN AMENDMENT TO THE FY 1990 OPERATING BUDGET, SUPERINTENDENT OF SCHOOLS

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

RESOLVED, That the FY 1990 Operating Budget, Superintendent of Schools, be amended by the addition of \$2,133 to set the salary of the superintendent of schools at \$110,000 for FY 1990.

RESOLUTION NO. 108-89 Re: ORGANIZATIONAL ADJUSTMENT AMENDMENTS TO  
THE FY 1990 OPERATING BUDGET

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

RESOLVED, That the MCPS organization structure and budget be amended to move the Department of Educational Accountability from the Office of Human Services and Accountability to the Office of the Superintendent; and be it further

RESOLVED, That the name of the Office of Human Services and Accountability be changed to the Office of Human Services; and be it further

RESOLVED, That the new coordinator of pupil personnel position be moved from the Office of Human Services to the Office of the Superintendent, and changed to State Budget Category 5 (Pupil Services); and be it further

RESOLVED, That one teacher specialist position (early childhood education) be deleted from the Department of Academic Skills and replaced with the position of coordinator, early childhood education; and be it further

RESOLVED, That the MCPS organization structure and budget be amended to move the Department of Staff Development from the Office of Instruction and Program Development to the Office of Human Services; and be it further

RESOLVED, That these changes become effective July 1, 1989.

RESOLUTION NO. 109-89 Re: FY 1990 OPERATING BUDGET

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

RESOLVED, That the FY 1990 Operating Budget, as amended, be adopted in the amount of \$647,158,759.

For the record, Dr. Cronin expressed the Board's thanks to Mr. Larry Bowers and the staff of the Department of Management, Budget and Planning.

RESOLUTION NO. 110-89 Re: BOE APPEAL NO. 1988-40

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

RESOLVED, That the Board of Education adopt its Decision and Order in

BOE Appeal No. 1988-40.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

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

Re: ADJOURNMENT

The president adjourned the meeting at 5:45 p.m.

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PRESIDENT

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SECRETARY

HP:mlw