





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

WHEREAS, Section 6-408 of The Public School Laws of Maryland permits the Board of Education to enter into negotiations with the designated employee organizations concerning "salaries, wages, and other working conditions"; and

WHEREAS, The Montgomery County Association of Administrative and Supervisory Personnel was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, On May 28, 1991, the Board of Education approved the Agreement for the period of July 1, 1991, through June 30, 1994; and

WHEREAS, Article 5, Negotiation Procedures, of the Montgomery County Association of Administrative and Supervisory Personnel agreement requires renegotiations if the agreement is not funded by the County Council, and the County Council did not fund the agreement; and

WHEREAS, The Board of Education entered into renegotiations with the Montgomery County Association of Administrative and Supervisory Personnel on May 6, 1992; and

WHEREAS, Such renegotiations resulted in agreement and the Agreement has been accepted by the union; now therefore be it

Resolved, That the president of the Board of Education be authorized to sign the amended Agreement, all according to said amended Agreement and law.

Re: APPROVAL OF THE AMENDED AGREEMENT  
WITH THE MONTGOMERY COUNTY COUNCIL  
OF SUPPORTING SERVICES EMPLOYEES

Mrs. Fanconi moved and Mrs. Brenneman seconded the following:

WHEREAS, Section 6-510 of The Public School Laws of Maryland permits the Board of Education to enter into negotiations with the designated employee organizations concerning "salaries, wages, and other working conditions"; and

WHEREAS, The Montgomery County Council of Supporting Services Employees was properly designated as the employee organization to be the exclusive representative for these negotiations; and

WHEREAS, On June 19, 1990, the Board of Education approved the agreement for the period of July 1, 1990, through June 30, 1993, if the County Council funded said agreement; and

WHEREAS, The County Council did not fund the agreement; and

WHEREAS, The Board of Education entered into renegotiations with the Montgomery County Council of Supporting Services Employees on May 6, 1992; and

WHEREAS, Such renegotiations resulted in agreement and the agreement has been accepted by the union; now therefore be it

Resolved, That the president of the Board of Education be authorized to sign the amended agreement, all according to said amended agreement and law.

RESOLUTION NO. 445a-92    Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE MONTGOMERY COUNTY  
COUNCIL OF SUPPORTING SERVICES  
EMPLOYEES

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

Resolved, That the proposed resolution on the Montgomery County Council of Supporting Personnel be amended by the following:

1. Delete ", if the County Council funded said Agreement" from the third WHEREAS clause.

2. Substitute the following for the fourth WHEREAS clause:  
"WHEREAS, Article 5, Negotiation Procedures, of the Montgomery County Council of Supporting Services Employees agreement requires renegotiations if the agreement is not funded by the County Council, and the County Council did not fund the agreement; and"

RESOLUTION NO. 445b-92    Re:    APPROVAL OF THE AMENDED AGREEMENT  
WITH THE MONTGOMERY COUNTY COUNCIL  
OF SUPPORTING SERVICES EMPLOYEES

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

WHEREAS, Section 6-510 of The Public School Laws of Maryland permits the Board of Education to enter into negotiations with the designated employee organizations concerning "salaries, wages, and other working conditions"; and



Re: PROCUREMENT CONTRACTS MORE THAN  
\$25,000

Dr. Cheung moved and Mrs. Hobbs seconded the following:

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

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

100-92	Ceramic Supplies	
	<u>Awardees</u>	
	Campbell's Ceramics	\$ 22,342*
	Chaselle, Inc.	2,211
	Cutter Ceramics, Inc.	120
	Del Van Potters Supply Company	330
	Standard Ceramics Supply Company	360
	Windtree Enterprises Inc.	771
	Total	\$ 26,134
101-92	Purchase and/or Lease/Purchase of MS DOS (Clone) Instructional, Administrative, and Media Center Microcomputers	
	<u>Awardee</u>	
	HLA Computers, Inc.	\$ 370,516
105-92	Health Room Supplies and Equipment	
	<u>Awardees</u>	
	Amzura Enterprises, Inc.	\$ 20,262*
	Apothecary Products, Inc.	1,599
	Armstrong Medical Industries, Inc.	675
	ATD American Company	6,427
	CD Medical Distributor, Inc.	7,037*
	Cole Medical, Inc.	7,015
	Commercial Wiping Cloth, Inc.	1,975*
	District Scientific and Medical	1,515*
	Express Physicians Supply	8,348
	Gamma Medical Systems, Inc.	8,647
	Micro Bio-Medics, Inc.	25,089
	Monumental Paper Company	16,320
	National Health Supply Corporation	385
	National Patent Medical Partnership	4,678
	Professional Medical Products	997
	Protective Glove Company	7,038
	School Health Supply Company	9,544
	William V. MacGill and Company	264
	Total	\$ 118,815
113-92	Cafeteria Disposable Supplies	
	<u>Awardees</u>	

June 22, 1992

Acme Paper and Supply Company, Inc.	\$ 74,581
Calico Industries, Inc.	1,178
Kahn Paper Company, Inc.	178,401
Monumental Paper Company	<u>52,817</u>
Total	\$ 306,977

115-92	IBM Microcomputer Equipment for Instructional, Administrative, and Media Center Use <u>Awardee</u> IBM Corporation	\$ 767,655
123-92	Air Conditioner Parts and Controls <u>Awardees</u> Associated Controls, Inc. Baltimore Trane Parts Center Boland Services Parts Center Capital Compressor, Inc. Capp, Inc. The Cooling Tower Store Davis Distributing Company, Inc. Industrial Controls Distributors  Wm. E. Kingswell Company, Inc. M & M Controls, Inc. Melchoir/Armstrong/Dessa Meleney Equipment Company R. E. Michael Company, Inc. National Energy Control Corporation Parco Servidyne, Inc. Southern Utilities Company, Inc. H. M. Sweeny Company United Refrigeration, Inc. Total	\$ 336 9,462 368 578 1,699 1,184 8,904 87  + % off 2,367 396 33,724 10,470 2,039 1,086 5,085 619 160 6,994 25,561 \$ 111,119
128-92	Groceries and Staples <u>Awardees</u> Carroll County Foods GPR Company Interstate Coffee Services Company, Inc. J & K Distributors, Inc. J. P. Foodservice, Inc. T/A Monarch/Balt. Kraft Foodservice, Inc. Mazo-Lerch Company, Inc. Princess Ann Products Sandler Foods - Contract Division Smelkinson Sysco Stanley Foods & Equipment Company, Inc. Tova Industries, Inc. Wechsler Coffee Corporation Total	\$ 69,427 1,140 12,764 711* 17,308 25,660 33,011 54,442 46,611 22,235 412 1,594 119 \$ 285,494
134-92	Music Furniture for New and Existing Schools <u>Awardees</u> S & H Manufacturing Company Stage Right Corporation Wenger Corporation	\$ 2,120 3,740 25,514

Total	\$ 31,374
TOTAL MORE THAN \$25,000	\$2,018,084

\*Denotes MFD vendors

RESOLUTION NO. 447-92      Re:    AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON PROCUREMENT CONTRACTS

On motion of Mrs. Fanconi seconded by Ms. Gutierrez, the following resolution was adopted with Dr. Cheung, Mrs. DiFonzo, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mr. Ewing voting in the negative; Mrs. Brenneman abstaining#:

Resolved, That the proposed resolution on procurement contracts be amended by deferring the two bids on computers.

RESOLUTION NO. 448-92      Re:    PROCUREMENT CONTRACTS MORE THAN  
\$25,000

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

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

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

100-92	Ceramic Supplies	
	<u>Awardees</u>	
	Campbell's Ceramics	\$ 22,342*
	Chaselle, Inc.	2,211
	Cutter Ceramics, Inc.	120
	Del Van Potters Supply Company	330
	Standard Ceramics Supply Company	360
	Windtree Enterprises Inc.	771
	Total	\$ 26,134
105-92	Health Room Supplies and Equipment	
	<u>Awardees</u>	
	Amzura Enterprises, Inc.	\$ 20,262*
	Apothecary Products, Inc.	1,599
	Armstrong Medical Industries, Inc.	675
	ATD American Company	6,427
	CD Medical Distributor, Inc.	7,037*
	Cole Medical, Inc.	7,015
	Commercial Wiping Cloth, Inc.	1,975*
	District Scientific and Medical	1,515*

June 22, 1992

	Express Physicians Supply	8,348
	Gamma Medical Systems, Inc.	8,647
	Micro Bio-Medics, Inc.	25,089
	Monumental Paper Company	16,320
	National Health Supply Corporation	385
	National Patent Medical Partnership	4,678
	Professional Medical Products	997
	Protective Glove Company	7,038
	School Health Supply Company	9,544
	William V. MacGill and Company	264
	Total	\$ 118,815
113-92	Cafeteria Disposable Supplies	
	<u>Awardees</u>	
	Acme Paper and Supply Company, Inc.	\$ 74,581
	Calico Industries, Inc.	1,178
	Kahn Paper Company, Inc.	178,401
	Monumental Paper Company	52,817
	Total	\$ 306,977
123-92	Air Conditioner Parts and Controls	
	<u>Awardees</u>	
	Associated Controls, Inc.	\$ 336
	Baltimore Trane Parts Center	9,462
	Boland Services Parts Center	368
	Capital Compressor, Inc.	578
	Capp, Inc.	1,699
	The Cooling Tower Store	1,184
	Davis Distributing Company, Inc.	8,904
	Industrial Controls Distributors	87
		+ % off
	Wm. E. Kingswell Company, Inc.	2,367
	M & M Controls, Inc.	396
	Melchoir/Armstrong/Dessa	33,724
	Meleney Equipment Company	10,470
	R. E. Michael Company, Inc.	2,039
	National Energy Control Corporation	1,086
	Parco	5,085
	Servidyne, Inc.	619
	Southern Utilities Company, Inc.	160
	H. M. Sweeny Company	6,994
	United Refrigeration, Inc.	25,561
	Total	\$ 111,119
128-92	Groceries and Staples	
	<u>Awardees</u>	
	Carroll County Foods	\$ 69,427
	GPR Company	1,140
	Interstate Coffee Services Company, Inc.	12,764
	J & K Distributors, Inc.	711*
	J. P. Foodservice, Inc. T/A Monarch/Balt.	17,308
	Kraft Foodservice, Inc.	25,660



June 22, 1992

Park Center  
Low Bidder: Metro Metal Services, Inc. \$182,000

Operable Walls

Eastern Intermediate School, Albert Einstein, John F. Kennedy, Rock Terrace, and Seneca Valley high schools, Herbert Hoover Middle School, and Takoma Park and Maryvale elementary schools  
Low Bidder: Jan-Lis Construction, Inc. 10,100

Winston Churchill, Walter Johnson, and Magruder high schools, and Tilden and Francis Scott Key middle schools  
Low Bidder: Steel Products, Inc. 21,240

RESOLUTION NO. 450-92 Re: ASBESTOS ABATEMENT AT CLARKSBURG AND OAKLAND TERRACE ELEMENTARY SCHOOLS

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

WHEREAS, Bids were received on June 4, 1992, for asbestos abatement at Clarksburg and Oakland Terrace elementary schools with work to begin immediately and be completed by September 1, 1992:

Clarksburg Elementary School

1. Falcon Associates, Inc.	\$108,850
2. Marcor Environmental, Inc.	119,162
3. Air Services, Inc.	162,355

Oakland Terrace Elementary School

1. Falcon Associates, Inc.	\$169,800
2. Asbestos Environmental Services of Md., Inc.	249,800

and

WHEREAS, The low bidder, Falcon Associates, Inc., has successfully completed similar projects for Montgomery County Public Schools; and

WHEREAS, Bids on both projects are within the staff estimate of \$110,000 and \$180,000; now therefore be it

Resolved, That a \$108,850 contract be awarded to Falcon Associates, Inc., for asbestos removal at Clarksburg Elementary



<u>Respondents</u>	<u>Amount</u>
1. Biospherics, Inc.	\$600,000
2. Apex Environmental, Inc.	250,000

RESOLUTION NO. 452-92      Re:    AWARD OF CONTRACT - ASHBURTON  
ELEMENTARY SCHOOL

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

WHEREAS, The following bids were received on May 28, 1992, for the modernization of Ashburton Elementary School, with work to begin immediately and be completed by August 1, 1993:

<u>Bidder</u>	<u>Amount</u>
1. Bildon, Inc.	\$3,704,500
2. Hess Construction Company	3,747,121
3. Northwood Contractors, Inc.	3,838,000
4. Henley Construction Co., Inc.	3,868,000
5. Kimmel & Kimmel, Inc.	3,887,400

and

WHEREAS, This represents excellent bid activity, and the low bid is below the staff estimate of \$3,775,000; and

WHEREAS, Bildon, Inc., has successfully completed work for Montgomery County Public Schools; now therefore be it

Resolved, That a \$3,704,500 contract be awarded to Bildon, Inc., for the modernization to Ashburton Elementary School, in accordance with plans and specifications prepared by Duane, Cahill, Mullineaux & Mullineaux.

RESOLUTION NO. 453-92      Re:    ON-SITE WATER LINE - GARRETT PARK  
ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on June 11, 1992, for the on-site water line at Garrett Park Elementary School which will begin in June and be completed by August 15, 1992:

<u>Bidder</u>	<u>Amount</u>
1. Canter Contracting, Inc.	\$23,577
2. Gebaut Samen Development Corp.	28,000
3. Busy Ditch, Inc.	29,720
4. Deneau Construction, Inc.	33,000

and

WHEREAS, The low bidder, Canter Contracting, Inc., has successfully completed similar projects in other jurisdictions; and

WHEREAS, The low bid is below the staff estimate of \$28,000; now therefore be it

Resolved, That a \$23,577 contract be awarded to Canter Contracting, Inc., for the on-site water line at Garrett Park Elementary School, in accordance with plans and specifications prepared by the Department of School Facilities in conjunction with Kamber Engineering.

RESOLUTION NO. 454-92      Re:    AWARD OF CONTRACT - FOREST KNOLLS  
ELEMENTARY SCHOOL

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

WHEREAS, The following bids were received for the modernization of Forest Knolls Elementary School, with work to begin immediately and be completed by August 1, 1993:

<u>Bidder</u>	<u>Amount</u>
1. Tiber Construction Co.	\$4,871,000
2. Bildon, Inc.	4,916,500
3. The McAlister-Schwartz Co.	5,073,579
4. Kimmel & Kimmel, Inc.	5,094,300
5. Hess Construction Co.	5,102,360
6. The R. R. Gregory Corp.	5,151,000
7. V. F. Pavone Construction Co.	5,199,950
8. Henley Construction Co., Inc.	5,222,700
9. Northwood Contractors, Inc.	5,630,100

and

WHEREAS, The apparent low bidder, Tiber Construction Co., failed to meet the requirements of the contract documents; and



WHEREAS, Hanlon Construction Company, Inc., has successfully completed work for Montgomery County Public Schools; now therefore be it

Resolved, That a \$54,080 contract be awarded to Hanlon Construction Company, Inc., for ceiling fan installation at Bells Mill, Cannon Road, Galway, and Rock Creek Forest elementary schools, in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 456-92      Re:    GRANT OF RIGHT-OF-WAY AT TRAVILAH  
ELEMENTARY SCHOOL

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

WHEREAS, The Washington Suburban Sanitary Commission (WSSC) proposes to extend the sanitary sewer and appurtenances to provide service to Travilah Elementary School, located at 13801 DuFief Mill Road, Gaithersburg; and

WHEREAS, The proposed grant of right-of-way of 369 square feet, with an adjacent temporary construction strip, varying from five to ten feet in width, will not adversely affect any land anticipated to be utilized for school programming and will provide needed sanitary sewer services to the school; and

WHEREAS, The construction will be performed by WSSC in connection with the modernization of the school, with all future maintenance and liability of the sanitary sewer being assumed by WSSC; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute a right-of-way agreement with the Washington Suburban Sanitary Commission for the land required to extend the sanitary sewer and appurtenances on the Travilah Elementary School site.

RESOLUTION NO. 457-92      Re:    GRANT OF UTILITY EASEMENT AT ROSA  
PARKS MIDDLE SCHOOL

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

WHEREAS, The Potomac Electric Power Company (PEPCO) has requested a utility easement at Rosa Parks Middle School, located at 19200 Olney Mill Road, Olney, to upgrade the existing electrical facilities which serve the school and the surrounding community; and



RESOLUTION NO. 459-92      Re:    AUTHORIZATION TO EXECUTE AGREEMENT  
TO PURCHASE SPLINTER PARCEL AT  
THOMAS PYLE MIDDLE SCHOOL

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

WHEREAS, A 2,937 square-foot parcel of land adjacent to Thomas Pyle Middle School, located at 6311 Wilson Lane, Bethesda, was determined to be available for acquisition; and

WHEREAS, The assemblage of the parcel with the remaining land at the school site would improve the site configuration by providing additional parking spaces; and

WHEREAS, Funds are available in the project account to acquire the parcel; now therefore be it

Resolved, That the president and secretary of the Board of Education be authorized to execute an agreement to purchase a splinter parcel of land to become a part of Thomas Pyle Middle School at a price of \$5,000, in accordance with terms reviewed and approved by the Board's attorney.

Re:    A MOTION BY MRS. FANCONI ON FY 1993  
GED FEES

Mrs. Fanconi moved and Ms. Gutierrez seconded a motion to postpone action on FY 1993 GED fees. Mrs. Fanconi restated her motion in two parts: (1) That the Board postpone a decision on GED fees for the fall, mid-winter, and spring sessions until the first week in July, and (2) That the Board postpone a decision on setting fees for summer school and Saturday classes for GED.

Re:    AN AMENDMENT BY MR. EWING TO MRS.  
FANCONI'S PROPOSED MOTION ON GED  
FEES (FAILED)

A motion by Mr. Ewing to amend Mrs. Fanconi's motion to state that the GED program would not be offered until such time as the Board decided if it would charge a fee for it.

RESOLUTION NO. 460-92      Re:    GED FEES FOR FALL, MID-WINTER, AND  
SPRING

On motion of Mrs. Fanconi seconded by Ms. Gutierrez, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman and Mrs. DiFonzo voting in the negative; Mrs. Hobbs abstaining#:

Resolved, That the Board of Education postpone a decision on GED fees for the fall, mid-winter, and spring sessions until the first week in July.

Re: A MOTION BY MRS. FANCONI ON GED FEES (FAILED)

A motion by Mrs. Fanconi that the Board postpone a decision on GED fees for summer school and Saturday classes failed with Mrs. Fanconi and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman, Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, and Mrs. Hobbs voting in the negative.

RESOLUTION NO. 461-92      Re: UTILIZATION OF FY 1992 FUTURE SUPPORTED PROJECT FUNDS FOR PROJECT VIEW

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1993 Provision for Future Supported Projects a grant award of \$33,836 from the Montgomery County Private Industry Council (PIC) under the Job Training Partnership Act (JTPA) for the Vocational Interest Exploration Workshop (Project VIEW) in the following categories:

	<u>Category</u>	<u>Amount</u>
4	Special Education	\$31,506
10	Fixed Charges	<u>2,330</u>
	Total	\$33,836

RESOLUTION NO. 462-92      Re: UTILIZATION OF FY 1993 FUTURE SUPPORTED PROJECT FUNDS FOR YEAR TWO OF THE ESOL SHORT-TERM TRAINING PROGRAM

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1993 Provision for Future Supported Projects a grant award of \$87,696 from the U.S. Department of Education (USDE) to establish the second year of the ESOL short-term training program for principals, ESOL teachers, and other classroom teachers, in the following categories:



Resolved, That for the summer of FY 93 all students, except those who attend Saturday classes, be charged \$20 for tuition, that those attending Saturday classes pay \$15 per class, and that nonresidents pay \$10 more than residents; and be it further

Resolved, That students pay an instructional materials fee of \$15 for English, \$8 for math, and continue to pay \$10 for the optional GED practice test.

Re: SUBMISSION OF AN FY 1993 GRANT  
PROPOSAL FOR THE STAR SCHOOLS  
MULTI-STATE DEMONSTRATION PROJECT

Mr. Ewing moved and Dr. Cheung seconded the following:

Resolved, That the superintendent of schools be authorized to submit an FY 1993 grant proposal for approximately \$1,862,000 to the United States Department of Education (USDE), under the Star Schools Program Assistance Act, for a two-year program to develop a multi-state Star Schools demonstration project; and be it further

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

RESOLUTION NO. 465-92 Re: AN AMENDMENT TO THE PROPOSED  
RESOLUTION ON THE STAR SCHOOLS  
DEMONSTRATION PROJECT

On motion of Mr. Ewing seconded by Dr. Cheung, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mrs. Fanconi being temporarily absent:

Resolved, That the proposed resolution on the Star Schools Demonstration Project be amended to add the following second Resolved clause:

Resolved, That the Board of Education be provided within the near future an evaluation plan which would show how MCPS would assess the effectiveness of this program on student achievement; and be it further

RESOLUTION NO. 466-92 Re: SUBMISSION OF AN FY 1993 GRANT  
PROPOSAL FOR THE STAR SCHOOLS  
MULTI-STATE DEMONSTRATION PROJECT

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

Resolved, That the superintendent of schools be authorized to submit an FY 1993 grant proposal for approximately \$1,862,000 to the United States Department of Education (USDE), under the Star Schools Program Assistance Act, for a two-year program to develop a multi-state Star Schools demonstration project; and be it further

Resolved, That the Board of Education be provided within the near future an evaluation plan which would show how MCPS would assess the effectiveness of this program on student achievement; and be it further

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

Re: DISCUSSION OF AWARDS FOR SERVICE TO  
PUBLIC EDUCATION

Mr. Ewing commented that the paper provided by the superintendent on existing awards was very useful. It showed that MCPS had responded to an earlier Board policy on having a wide range of recognition and awards. What he was proposing was something that would not replace what already existed but rather something that would add a further dimension and provide them with an opportunity to recognize those engaged in public education. He proposed providing a set of awards that would be given annually for distinguished service to education. Awards would be given to both MCPS employees and persons in the community, and they would be based on recommendation from the superintendent to the Board. The Board would hold a ceremony to present these awards, and he emphasized that no funds would be given as part of the award.

Mr. Ewing pointed out that the federal government had such a program of distinguished public service awards without cash, and these awards were highly regarded by federal employees. He believed that for MCPS to have such a program would be a special and unique approach to rewarding individuals. He could think of about 15 to 20 people who would be candidates for the awards. In these difficult fiscal times when they were asking people to make special efforts, this would be a way of recognizing their contributions.

Mrs. Hobbs asked whether the Board staff would have to oversee the awards process, and Mr. Ewing replied that he assumed that the superintendent would handle this. The superintendent would make recommendations to the Board. Mr. Ewing indicated that there was nothing on the table now, and he would be bringing the Board a proposed resolution.

## Re: POLICY ON MIDDLE SCHOOL EDUCATION

Dr. Cheung moved and Ms. Gutierrez seconded the following:

WHEREAS, On June 27, 1988, the Board of Education adopted a policy on the Framework and Structure of Middle Level Education which states that "each school should include Grades 6 through 8 whenever possible"; and

WHEREAS, On February 12, 1991, the Board of Education adopted a series of Action Areas which included middle school implementation; and

WHEREAS, On August 28, 1991, the Board of Education adopted a resolution instructing the superintendent to develop "a comprehensive middle school policy that replaces all other policies dealing with the structure, organization, and educational programs for those students of middle school age"; and

WHEREAS, On March 10, 1992, the Board of Education affirmed its commitment to middle schools as the form of organization for students in Grades 6, 7, and 8 and to the programmatic benefits of middle schools as described in the policy on the Framework and Structure of Middle Level Education on June 27, 1988; and

WHEREAS, On May 12, 1992, the Board of Education tentatively adopted the draft policy and requested that it be sent out for public comment; and

WHEREAS, The superintendent has received positive feedback from the public; now therefore be it

Resolved, That the Board of Education take final action on the tentatively adopted policy on Middle School Education; and be it further

Resolved, That the Board of Education rescind Resolution No. 347-88, June 27, 1988, that adopted Policy IEB: Framework and Structure of Middle Level Education.

## Middle School Education

## A. Purpose

To provide guidelines and directions to staff and community for establishing school programs that meet the educational and social-emotional needs of all pre- and early adolescents in keeping with the Montgomery County *Goals of Education* and the *Annotated Code of Maryland*

To focus on the intellectual growth and the social, emotional, and physical growth of students in their middle learning years

To provide a framework for staff, parent, and community participation in the organization of schools and the delivery of instructional programs (See Policy ABC: Parental Involvement and Administrative Regulation ABC-RA: Parent Involvement for specific information regarding parent involvement. Other related policies and regulations on such matters as grading and reporting student progress, attendance, and homework provide more specific information and guidelines on these topics.)

B. Philosophy

Each student has a unique combination of abilities and talents, learning rates and styles, hopes and dreams, and problems and fears. Rapid physical change in early adolescents creates greater diversity and variability in cognitive functioning and personality development.

Middle school education ~~will~~should address the unique needs and characteristics of emerging adolescents in grades six through eight. It is designed to enable all students to make sense of their world. Students ~~will~~should learn the skills to utilize information that is rapidly changing and broad in scope. It is the responsibility of the middle school staff to help students develop the ability to find and analyze information, pose problems and seek solutions, persevere, collaborate, and take responsibility for their own learning.

All staff are expected to exhibit acceptance of individual differences including race, gender, culture, values, and abilities.

C. Position

1. Curriculum

Curriculum ~~will~~should address questions young adolescents have about themselves and the world around them, and questions posed to them by the world in which they live. It ~~will~~should address the needs of all students, including those with special needs.

- a. Both curriculum content and methodology must relate to the interests and needs of young adolescents. It must emphasize both product and process.
- b. The curriculum ~~will~~should be interdisciplinary and ~~will~~should:

- (1) ~~Address~~ ~~Be based upon content from the following~~ **curricular/instructional** areas: English/language arts, mathematics, social studies, science, foreign language, physical education, art, dance, drama, music, technology education, and home economics
  - (2) Include activities from another discipline or focus on a specific theme, problem-solving, or decision-making skills
- c. Middle school is a time for exploration. Students ~~will~~**should** engage in a variety of experiences and have opportunities to explore a range of courses.
- d. Required and exploratory courses and special interest activities ~~will~~**should**:
- (1) ~~Provide for~~ ~~Ensure that~~ students **to** develop personal attributes, such as study skills, self-esteem, responsibility, integrity, and pride in achievements
  - (2) Include problem solving, decision making, and thinking skills

## 2. Instructional Practices

Instructional practices ~~will~~**should** incorporate a variety of activities and strategies that encourage students to be active and engaged learners, that provide for the wide range of achievement and energy levels, and that address intellectual, physical, and emotional development of adolescents. Students ~~will~~**should** be given choices and the opportunity to initiate activities.

- a. Differentiated instructional practices ~~will~~**should** reflect a wide range of physical, social, emotional, and intellectual growth.
- b. Experiences that promote thinking, from concrete to abstract, ~~will~~**should** include strategies such as:
  - (1) Performance-based learning experiences
  - (2) Cognitive monitoring
  - (3) Real-life situations
  - (4) Background knowledge

- (5) Decision-making skills
  - (6) Problem-solving activities
  - c. A large selection of age-appropriate, non-stereotypical, and multi-perspective materials ~~will~~**should** be available. When necessary **and possible**, materials and equipment will be adapted to meet the developmental needs of a student. All students need the opportunity to utilize a variety of technology as tools for learning.
  - d. All students ~~will~~**should** be grouped and regrouped over the course of the day, week, and marking period in a way that allows them to meet and work with a broad spectrum of peers. Both homogeneous and heterogeneous grouping ~~are~~**will be** appropriate. No grouping arrangement should deny a student access to advanced learning. Grouping ~~will~~**should** be reviewed periodically and adjustments made based on the student's progress, emerging abilities, interests, talents, and social and affective needs.
  - e. In both the planning and the implementation of instruction, middle schools ~~will~~**should** utilize the special skills of all regular, alternative, and special education staff members.
  - f. Instructional practices should provide leadership opportunities for students.
  - g. Students should be given the opportunity to learn in community and other non-school settings.
3. Organization and Staffing
- a. All schools between elementary and high school ~~will~~**should** be called "Middle Schools," whether or not they contain the sixth grade.
  - b. Middle school staffs ~~will~~**should**:
    - (1) Balance content and pedagogy
    - (2) Be knowledgeable about the characteristics of early adolescents and effective instructional programs and strategies.
    - (3) Reflect, **to the extent possible**, the multicultural population in MCPS

- c. The interdisciplinary team model ~~will~~should be the standard for organization in middle schools. An interdisciplinary team is defined as a group of teachers who work with the same group of students and have a common team meeting period.
  - (1) The schools' team leadership should represent as many curriculum areas as possible.
  - (2) Teams at a given grade level ~~will~~should be assigned, taking into consideration composition by gender, race, ethnicity, and academic achievement.
  - (3) The number of students on teams ~~will~~should allow for the implementation of the interdisciplinary model.
  - (4) The interdisciplinary team ~~will~~should be the primary vehicle for teacher-parent communication and collaboration.
- d. Flexibility within the schedule should be provided in order to facilitate interdisciplinary teaching, teacher-advisor or mentoring efforts, activity periods, and instructional support periods.
- e. Staffing should be adequate to support the interdisciplinary team organizational structure and content integrity.
- f. Middle schools ~~will~~should develop articulation plans to facilitate student transition, placement, and program continuity at each level.

#### 4. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. Each student needs to be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, confidence, and capacity to strive for excellence.

To develop a climate that fosters student growth, schools ~~will~~should:

- a. Ensure that students are expected, encouraged, and given opportunities to learn and succeed in a stimulating and supportive environment

- b. Establish high expectations for **scholastic** achievement and success of all students
- c. Provide a safe, orderly, and drug-free environment
- d. Support appreciation for and sensitivity toward all
- e. Value and foster **positive** risk-taking to encourage intellectual inquiry and develop self-confidence
- f. Promote effective human relations
- g. View discipline as a means of helping students develop citizenship skills and responsibility for self
- h. Acknowledge and recognize student, staff, and community achievements
- i. Work to ensure that the total school population is reflected in all school activities

5. Student Support and Reinforcement

Middle schools ~~will~~should provide a coordinated support and reinforcement program designed to address individual student needs and assessment measures.

- a. Support programs ~~will~~should foster student social, emotional, and academic progress. Examples of support programs include peer tutoring, homework club, mentors, homebase, teacher-advisory programs, peer counseling, team parents, and other co-curricular activities designed to improve overall student performance.
- b. Self-esteem for every student ~~will~~should be promoted through activities that enable students to develop skills in goal setting, problem solving, conflict resolution, leadership, and organization.
- c. Programs ~~will~~should provide positive reinforcement for students. Teams should use activities that reward, praise, and recognize efforts as they relate to the diverse needs and abilities of students.
- d. The Educational Management Team process ~~will~~should be incorporated into the interdisciplinary team ~~structure~~meeting.

6. Staff Development

- a. MCPS staff ~~will~~should work closely with local teacher training institutions to share information regarding content enrichment, interdisciplinary instructional practices, and the unique needs of middle school students.
- b. Inservice training ~~will~~should:
  - (1) Assist with middle school program implementation
  - (2) Help staff understand the unique needs of the middle school student
  - (3) Include practices and strategies for implementing the middle school program

D. Desired Outcomes

1. A curriculum that gives appropriate attention to academic goals, the development of socially acceptable behaviors, and other human development needs of early adolescents
2. Required subjects, exploratory courses, and special interest activities that are integrated into every aspect of the middle school program
3. Programs, courses, and learning experiences that prepare students to meet state and local learning outcomes
4. Students who use higher order thinking skills
5. A climate that is responsive to the changing developmental and educational needs of every student

E. Implementation Strategies

1. The curriculum ~~will~~should be implemented through a sequence of learning ~~outcomes~~objectives and related opportunities.
2. Instruction in the required courses ~~will occur~~is through both interdisciplinary experiences and specific subject matter.
3. A broad range of assessment tools ~~will~~should be used to measure student outcomes, such as products, tests, and portfolios.

4. A set of measures will be used to assess the effectiveness of the implementation and achievement of outcomes of the policy.

5.4- Instructional, behavior management, and counseling strategies ~~will~~ should support the needs of individual students.

F. Review and Reporting

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

RESOLUTION NO. 467-92 Re: AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended to add "To ensure that middle schools provide strong emphasis on academic achievement and" to the beginning of the second paragraph under A. Purpose.

RESOLUTION NO. 468-92 Re: AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended to add "to encourage as well as" to the beginning of the third paragraph under A. Purpose.

RESOLUTION NO. 469-92 Re: AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended as follows:

B. Philosophy (second paragraph)

Make the last sentence a paragraph and strike up to "to find and analyze information...." Substitute the following for that: Middle school education will prepare students academically for high school and for eventual full participation in their communities. All students will have the opportunity to reach their academic potential, to learn

higher order thinking skills, and to develop the abilities to...(back to the text).

RESOLUTION NO. 470-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended in B. Philosophy to add "better" after "all students to make" in the second sentence of the second paragraph.

Re:    A MOTION BY MRS. FANCONI TO AMEND THE PROPOSED MIDDLE SCHOOL POLICY (FAILED)

A motion by Mrs. Fanconi to add a C.d. (3) "Challenge students of all ability levels" failed with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman and Mrs. DiFonzo voting in the negative; Mrs. Hobbs abstaining.

RESOLUTION NO. 471-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the following be substituted for C.2.a: "Differentiated instructional practices will address a wide range of academic abilities and physical, social, and emotional differences among students and will include acceleration, enrichment, and other strategies as needed to foster intellectual growth."

Re:    A MOTION BY MR. EWING TO AMEND THE PROPOSED MIDDLE SCHOOL POLICY (FAILED)

The following motion by Mr. Ewing failed of adoption with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman and Mrs. Hobbs voting in the negative; Mrs. DiFonzo being temporarily absent:

Resolved, That the following be added to C.2.a: "Instruction should be varied to reflect the nature of the subject, the developmental characteristics of middle grades students, and the learning and teaching styles of individuals. Effective methods of instruction utilize the enthusiasm and energy that typify the age group. Active teaching and active learning, structure movement, project and group work, differentiated assignments which reflect

student interest and abilities, hands-on activities, the use of educational technology, and other approaches that provide individual student participation, recognition, and accomplishment should be used in academic and other school-sponsored activities. Differentiation is vital to effective instruction for essential skills, higher-level thinking, creativity, communication, affective outcomes, and exploratory activities."

RESOLUTION NO. 472-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

On motion of Mr. Ewing seconded by Dr. Cheung, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mrs. Brenneman voting in the negative; and Mrs. DiFonzo being temporarily absent:

Resolved, That the following be added to C.2.a: "Instruction should be varied to reflect the nature of the subject, the developmental characteristics of middle grades students, and the learning and teaching styles of individuals."

RESOLUTION NO. 473-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended in C.3.a to read, "All schools between elementary and high school will be called 'Middle Schools.' The standard organizational arrangement in MCPS for middle schools will be grades 6-8 to be achieved as soon as practicable given facilities limitations in some cases at present."

RESOLUTION NO. 474-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

On motion of Mr. Ewing seconded by Mrs. Fanconi, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mrs. DiFonzo voting in the negative:

Resolved, That the proposed middle school policy be amended by adding "daily" between "common" and "team" in C.3.c.

RESOLUTION NO. 475-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended by substituting the following for C.3.c.(2): "Students at a given grade level will be assigned to teams reflecting a balance of composition by gender, race, ethnicity, and academic achievement."

RESOLUTION NO. 476-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended by substituting "the number of students assigned to teams" for "the number of students on teams" in C.3.c(3).

RESOLUTION NO. 477-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended by adding "teacher" after "the schools" in C.3.c.(1).

RESOLUTION NO. 478-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended as follows:

- 1) Change "should" to "will" in C.3.d.
- 2) Substitute "Staffing ratios will" for "Staffing should be adequate to" in C.3.e.

Board members agreed to substitute "academic" for "scholastic" in C.4.b.

RESOLUTION NO. 479-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

On motion of Mr. Ewing seconded by Mrs. Fanconi, the following resolution was adopted with Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mrs. Brenneman being temporarily absent:

Resolved, That the proposed middle school policy be amended by adding a new C.4.j. "Establish opportunities for students to participate in making decisions that affect their lives."

RESOLUTION NO. 480-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

On motion of Mrs. Fanconi seconded by Dr. Cheung, the following resolution was adopted with Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mrs. Brenneman abstaining:

Resolved, That the proposed middle school policy be amended by adding the following two new sections to C.6.b:

- (4) Provide teachers with models and methods for differentiated instruction for students of various abilities
- (5) Provide training for teaching students with special needs

Board members agreed to rewrite C.4.h to read, "Acknowledge and recognize student and staff achievement and community contributions."

Re:    A MOTION BY MRS. FANCONI TO AMEND THE PROPOSED MIDDLE SCHOOL POLICY

Mrs. Fanconi moved and Dr. Cheung seconded the following motion: "Resolved, That the proposed middle school policy be amended to change "required courses" to "content areas" in E.2.

RESOLUTION NO. 482-92      Re:    A SUBSTITUTE MOTION BY MR. EWING TO AMEND THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended to substitute the following for E.2: "Instruction will occur through both interdisciplinary and specific subject matter experiences."

RESOLUTION NO. 483-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended to substitute the following for D.3: "Programs, courses, and learning experiences that prepare students to transition successfully to senior high schools and to meet state and local learning outcomes."

RESOLUTION NO. 484-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

On motion of Mr. Ewing seconded by Ms. Gutierrez, the following resolution was adopted with Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mrs. Breneman and Mrs. DiFonzo voting in the negative:

Resolved, That the proposed middle school policy be amended to add E.6 as follows:

The specific budgetary requirements to implement this policy will be addressed by the superintendent in annual budget proposals to the Board of Education. The Board will seek to obtain the funding necessary for full implementation through the budget process (capital and operating).

RESOLUTION NO. 485-92      Re:    AN AMENDMENT TO THE PROPOSED MIDDLE SCHOOL POLICY

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

Resolved, That the proposed middle school policy be amended to substitute the following for E.4: "A set of measures will be developed by the superintendent and used to assess the effectiveness of the implementation and achievement of the outcomes of the policy. These measures will be provided in a timely fashion to the Board for its review and revised as appropriate as evidence is acquired about the results of the policy. The results of implementation will be reported to the Board of Education annually for the first three years of implementation."

RESOLUTION NO. 486-92      Re:    POLICY ON MIDDLE SCHOOL EDUCATION

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

WHEREAS, On June 27, 1988, the Board of Education adopted a policy on the Framework and Structure of Middle Level Education which states that "each school should include Grades 6 through 8 whenever possible"; and

WHEREAS, On February 12, 1991, the Board of Education adopted a series of Action Areas which included middle school implementation; and

WHEREAS, On August 28, 1991, the Board of Education adopted a resolution instructing the superintendent to develop "a comprehensive middle school policy that replaces all other policies

dealing with the structure, organization, and educational programs for those students of middle school age"; and

WHEREAS, On March 10, 1992, the Board of Education affirmed its commitment to middle schools as the form of organization for students in Grades 6, 7, and 8 and to the programmatic benefits of middle schools as described in the policy on the Framework and Structure of Middle Level Education on June 27, 1988; and

WHEREAS, On May 12, 1992, the Board of Education tentatively adopted the draft policy and requested that it be sent out for public comment; and

WHEREAS, The superintendent has received positive feedback from the public; now therefore be it

Resolved, That the Board of Education take final action on the tentatively adopted policy on Middle School Education; and be it further

Resolved, That the Board of Education rescind Resolution No. 347-88, June 27, 1988, that adopted Policy IEB: Framework and Structure of Middle Level Education.

#### Middle School Education

##### A. Purpose

To provide guidelines and directions to staff and community for establishing school programs that meet the educational and social-emotional needs of all pre- and early adolescents in keeping with the Montgomery County *Goals of Education* and the *Annotated Code of Maryland*

To ensure that middle schools provide strong emphasis on academic achievement and to focus on the intellectual growth and the social, emotional, and physical growth of students in their middle learning years

To encourage as well as to provide a framework for staff, parent, and community participation in the organization of schools and the delivery of instructional programs (See Policy ABC: Parental Involvement and Administrative Regulation ABC-RA: Parent Involvement for specific information regarding parent involvement. Other related policies and regulations on such matters as grading and reporting student progress, attendance, and homework provide more specific information and guidelines on these topics.)

## B. Philosophy

Each student has a unique combination of abilities and talents, learning rates and styles, hopes and dreams, and problems and fears. Rapid physical change in early adolescents creates greater diversity and variability in cognitive functioning and personality development.

Middle school education will address the unique needs and characteristics of emerging adolescents in grades six through eight. It is designed to enable all students to make better sense of their world. Students will learn the skills to utilize information that is rapidly changing and broad in scope.

Middle school education will prepare students academically for high school and for eventual full participation in their communities. All students will have the opportunity to reach their academic potential, to learn higher order thinking skills, and to develop the abilities to find and analyze information, pose problems and seek solutions, persevere, collaborate, and take responsibility for their own learning.

All staff are expected to exhibit acceptance of individual differences including race, gender, culture, values, and abilities.

## C. Position

### 1. Curriculum

Curriculum will address questions young adolescents have about themselves and the world around them, and questions posed to them by the world in which they live. It will address the needs of all students, including those with special needs.

- a. Both curriculum content and methodology must relate to the interests and needs of young adolescents. It must emphasize both product and process.
- b. The curriculum will be interdisciplinary and will:
  - (1) Address the following curricular areas: English/language arts, mathematics, social studies, science, foreign language, physical education, art, dance, drama, music, technology education, and home economics

- (2) Include activities from another discipline or focus on a specific theme, problem-solving, or decision-making skills
- c. Middle school is a time for exploration. Students will engage in a variety of experiences and have opportunities to explore a range of courses.
- d. Required and exploratory courses and special interest activities will:
  - (1) Provide for students to develop personal attributes, such as study skills, self-esteem, responsibility, integrity, and pride in achievements
  - (2) Include problem-solving, decision-making, and thinking skills

## 2. Instructional Practices

Instructional practices will incorporate a variety of activities and strategies that encourage students to be active and engaged learners, that provide for the wide range of achievement and energy levels, and that address intellectual, physical, and emotional development of adolescents. Students will be given choices and the opportunity to initiate activities.

- a. Differentiated instructional practices will address a wide range of academic abilities and physical, social, and emotional differences among students and will include acceleration, enrichment, and other strategies as needed to foster intellectual growth. Instruction should be varied to reflect the nature of the subject, the developmental characteristics of middle grades students, and the learning and teaching styles of individuals.
- b. Experiences that promote thinking, from concrete to abstract, will include strategies such as:
  - (1) Performance-based learning experiences
  - (2) Cognitive monitoring
  - (3) Real-life situations
  - (4) Background knowledge
  - (5) Decision-making skills

(6) Problem-solving activities

- c. A large selection of age-appropriate, non-stereotypical, and multi-perspective materials will be available. When necessary and possible, materials and equipment will be adapted to meet the developmental needs of a student. All students need the opportunity to utilize a variety of technology as tools for learning.
- d. All students will be grouped and regrouped over the course of the day, week, and marking period in a way that allows them to meet and work with a broad spectrum of peers. Both homogeneous and heterogeneous grouping are appropriate. No grouping arrangement should deny a student access to advanced learning. Grouping will be reviewed periodically and adjustments made based on the student's progress, emerging abilities, interests, talents, and social and affective needs.
- e. In both the planning and the implementation of instruction, middle schools will utilize the special skills of all regular, alternative, and special education staff members.
- f. Instructional practices should provide leadership opportunities for students.
- g. Students should be given the opportunity to learn in community and other non-school settings.

3. Organization and Staffing

- a. All schools between elementary and high school will be called "Middle Schools." The standard organizational arrangement in MCPS for middle schools will be grades 6-8 to be achieved as soon as practicable given facilities limitations in some cases at present.
- b. Middle school staffs will:
  - (1) Balance content and pedagogy
  - (2) Be knowledgeable about the characteristics of early adolescents and effective instructional programs and strategies.
  - (3) Reflect, to the extent possible, the multicultural population in MCPS

- c. The interdisciplinary team model will be the standard for organization in middle schools. An interdisciplinary team is defined as a group of teachers who work with the same group of students and have a common daily team meeting period.
  - (1) The schools' teacher team leadership should represent as many curriculum areas as possible.
  - (2) Students at a given grade level will be assigned to teams reflecting a balance of composition by gender, race, ethnicity, and academic achievement.
  - (3) The number of students assigned to teams will allow for the implementation of the interdisciplinary model.
  - (4) The interdisciplinary team will be the primary vehicle for teacher-parent communication and collaboration.
- d. Flexibility within the schedule will be provided in order to facilitate interdisciplinary teaching, teacher-advisor or mentoring efforts, activity periods, and instructional support periods.
- e. Staffing ratios will adequate to support the interdisciplinary team organizational structure and content integrity.
- f. Middle schools will develop articulation plans to facilitate student transition, placement, and program continuity at each level.

#### 4. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. Each student needs to be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, confidence, and capacity to strive for excellence.

To develop a climate that fosters student growth, schools will:

- a. Ensure that students are expected, encouraged, and given opportunities to learn and succeed in a stimulating and supportive environment

- b. Establish high expectations for academic achievement and success of all students
- c. Provide a safe, orderly, and drug-free environment
- d. Support appreciation for and sensitivity toward all
- e. Value and foster positive risk taking to encourage intellectual inquiry and develop self-confidence
- f. Promote effective human relations
- g. View discipline as a means of helping students develop citizenship skills and responsibility for self
- h. Acknowledge and recognize student and staff achievement and community contributions
- i. Work to ensure that the total school population is reflected in all school activities
- j. Establish opportunities for students to participate in making decisions that affect their lives

5. Student Support and Reinforcement

Middle schools will provide a coordinated support and reinforcement program designed to address individual student needs and assessment measures.

- a. Support programs will foster student social, emotional, and academic progress. Examples of support programs include peer tutoring, homework club, mentors, homebase, teacher-advisory programs, peer counseling, team parents, and other co-curricular activities designed to improve overall student performance.
- b. Self-esteem for every student will be promoted through activities that enable students to develop skills in goal setting, problem solving, conflict resolution, leadership, and organization.
- c. Programs will provide positive reinforcement for students. Teams should use activities that reward, praise, and recognize efforts as they relate to the diverse needs and abilities of students.

- d. The Educational Management Team process will be incorporated into the interdisciplinary team structure.

6. Staff Development

- a. MCPS staff will work closely with local teacher training institutions to share information regarding content enrichment, interdisciplinary instructional practices, and the unique needs of middle school students.
- b. Inservice training will:
  - (1) Assist with middle school program implementation
  - (2) Help staff understand the unique needs of the middle school student
  - (3) Include practices and strategies for implementing the middle school program
  - (4) Provide teachers with models and methods for differentiated instruction for students of various abilities
  - (5) Provide training for teaching students with special needs

D. Desired Outcomes

- 1. A curriculum that gives appropriate attention to academic goals, the development of socially acceptable behaviors, and other human development needs of early adolescents
- 2. Required subjects, exploratory courses, and special interest activities that are integrated into every aspect of the middle school program
- 3. Programs, courses, and learning experiences that prepare students to transition successfully to senior high schools and to meet state and local learning outcomes
- 4. Students who use higher order thinking skills
- 5. A climate that is responsive to the changing developmental and educational needs of every student



RESOLUTION NO. 488-92 Re: CLOSED SESSION - JULY 7 AND 8, 1992

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

WHEREAS, The Board of Education of Montgomery County is authorized by the Education Article of the Annotated Code of Maryland and Title 10 of the State Government Article to conduct certain meetings or portions of its meetings in closed session; now therefore be it

Resolved, That the Board of Education of Montgomery County hereby conduct a portion of its meeting in closed session beginning on July 7, 1992, at noon in Room 120 of the Carver Educational Services Center, 850 Hungerford Drive, Rockville, Maryland, to discuss personnel matters, pending litigation, matters protected from public disclosure by law, and other issues including consultation with counsel to obtain legal advice as permitted under Section 4-106, Education Article of the Annotated Code of Maryland and State Government Article 10-501; and that such portion of its meeting shall continue in closed session until the completion of business; and be it further

Resolved, That such portion of its meeting continue in closed session on July 8, 1992, at 7:30 p.m. to discuss the matters listed above as permitted under Section 4-106 and that such portion of its meeting shall continue in closed session until the completion of business.

RESOLUTION NO. 489-92 Re: MINUTES OF JUNE 1, 1992

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

Resolved, That the minutes of June 1, 1992, be approved.

RESOLUTION NO. 490-92 Re: TESTIMONY - ADMINISTRATIVE, EXECUTIVE AND LEGISLATIVE REVIEW COMMITTEE (AELR)

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

Resolved, That the Board of Education approve the proposed testimony to AELR on state graduation requirements.



Resolved, That the Board of Education direct the superintendent to conduct a thorough review of all administrative and supervisory positions (similar to a classification study) and provide recommendations to the Board with the purpose of eliminating confusion and inequity of titles, grades, and responsibilities which would help the public better understand the administrative structure of MCPS.

RESOLUTION NO. 496-92 Re: DISCUSSION OF SED UPDATE

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

Resolved, That the Board of Education discuss the Update on Issues Related to Serious Emotional Disturbances (SED).

Re: NEW BUSINESS

1. Mrs. DiFonzo moved and Mrs. Fanconi seconded the following: Resolved, That the Board of Education direct the officers of the Board to schedule at least one hour on future agendas for consent items and that all future agendas tentatively set be revised as needed to reflect this directive.

2. Mr. Ewing moved and Dr. Cheung seconded the following: Resolved, That the Board of Education schedule time to discuss a proposal to the legislature of the State of Maryland to require all-day kindergarten in the state or, if not feasible, in Montgomery County.

3. Mr. Ewing moved and Ms. Gutierrez seconded the following: Resolved, That the Board of Education schedule time to decide if it wishes to request that the County Council should be asked to declare an emergency with regard to the school budget and to provide funding in FY 1993, the next school year, for all-day kindergarten in those schools that have all-day kindergarten this year.

4. Mr. Ewing moved and Mrs. Fanconi seconded the following: Resolved, That the Board of Education schedule time to discuss the implications of the Council's action on facilities planning and capital budget and operating budget in the near future.

5. Mrs. Fanconi moved and Dr. Cheung seconded the following: Resolved, That the superintendent present as soon as possible how the special education placement process would work without the area offices (including answers to the questions raised in her memo of June 22, 1992).

6. Mrs. Fanconi moved and Ms. Gutierrez seconded the following: Resolved, That the Board schedule a thorough discussion of the policy on user fees which would include the constitutional law

issues of a free education; the relevance, if any, of the County Council policy on user fees including why it may not apply and how to implement it if it does apply to MCPS; a discussion of enterprise funds and the various ways to partially fund activities when charging fees; and to define areas where user fees might never be appropriate and areas where they might be considered and under what conditions; and be it further

Resolved, That this discussion be held prior to taking action on the Operating Budget.

7. Ms. Gutierrez moved and Mrs. Fanconi seconded the following: Resolved, That Board schedule a discussion of a possible review and expansion of the school calendar that better reflects and acknowledges a multi-cultural and multi-ethnic community.

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 12:30 a.m. to 1:25 a.m. to discuss personnel issues and appeals.

RESOLUTION NO. 497-92 Re: BOE APPEAL NO. 1992-1

On motion of Dr. Cheung seconded by Mrs. DiFonzo, the following resolution was adopted with Mrs. Brenneman, Dr. Cheung, Mrs. DiFonzo, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mr. Ewing voting in the negative:

Resolved, That the Board of Education adopt its Decision and Order in BOE No. 1992-1 (student transfer).

Re: ITEM OF INFORMATION

Board members received the Master Calendar of Board Meetings as an item of information.

Re: ADJOURNMENT

The president adjourned the meeting at 1:30 a.m.

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PRESIDENT

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SECRETARY

PLV:mlw