

MINUTES
 FAIRFAX COUNTY SCHOOL BOARD
 Jackson Intermediate School

Regular Meeting No. 10

December 21, 1989

I. EXECUTIVE SESSION

Chairman Kohann Whitney convened the Board in public session at 7:05 p.m., with a quorum of members present. Mrs. Yock moved, and Dr. Cardinale seconded, that the Board go into executive session for the purposes of discussion and consideration of the employment, appointment, and resignation of specific employees pursuant to Virginia Code Section 2.1-344(A)(1); discussion and consideration of disciplinary matters concerning students pursuant to Virginia Code Section 2.1-344(A)(2); and discussion and consideration of the use of real property for public school purposes pursuant to Virginia Code Section 2.1-344(A)(3). The motion passed 7-0, with Mrs. Field, Mrs. Fleetwood, and Mr. Rodriguez not present for the vote.

II. MEETING OPENINGS

A. Call to Order/Pledge of Allegiance

The Board reconvened in public session at 8:05 p.m., with the following members present:

Anthony Cardinale	Anthony Lane
Nathaniel Choate	Laura McDowall
Joanne Field (arr. 7:20)	Armando Rodriguez (arr. 7:20)
Letty Fleetwood (arr. 7:10)	Kohann Whitney
Robert Frye	Carla Yock

Also present were Carl Kugler, the student representative to the Board; Division Superintendent Robert R. Spillane; Deputy Superintendents Jay Jacobs and Loretta Webb; and members of the Leadership Team.

B. Certification and Confirmation of Action Taken in Executive Session

Ms. Whitney reported that the Board had been meeting in executive session and would certify that matters discussed in that meeting were in accordance with Virginia law. Ms. Whitney moved, and Mrs. Fleetwood seconded, that since the Fairfax County School Board convened an executive meeting on December 21, 1989, pursuant to an affirmative

recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act, and since Section 2.1-344.1(D) of the Code of Virginia required a certification by the School Board that such executive meeting was conducted in conformity with Virginia law, the Fairfax County School Board hereby certified that, to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in that executive session, and (2) only such public business matters as were identified in the motion convening the executive meeting were heard, discussed, or considered. The motion passed 10-0, with all members present and voting. (Exhibit A)

Ms. Whitney stated that actions taken in executive session would be confirmed in public session.

Mr. Frye moved, and Mr. Lane seconded, that the Board dismiss an employee for violation of school system rules and regulations. The motion passed 8-0, with Mrs. Field and Mr. Rodriguez abstaining because they had not been present for the discussion during executive session.

Dr. Cardinale moved, and Mr. Rodriguez seconded, that three teachers be released from their contracts with prejudice. The motion passed 9-1, with Mrs. Fleetwood voting "nay".

Ms. Whitney said that a Board hearing committee had met on December 14 to consider a student discipline matter and called on chairman Tony Lane for confirmation of the committee's decision. Mr. Lane said that Mr. Choate and Ms. Whitney had served on the committee. Mr. Choate moved, and Ms. Whitney seconded, that a student be expelled from Fairfax County Public Schools for possession of a weapon on school grounds. The motion passed 3-0, with all members of the committee voting "aye".

C. Announcement of Changes in the Agenda

There were no changes to the published agenda.

D. Resolution Honoring the FCPS Principal of the Year

Ms. Whitney described the support from staff, students, and parents for the Principal of the Year nomination and introduced Springfield District member Dr. Cardinale to offer the resolution honoring White Oaks Elementary School principal Carolyn S. Buckenmaier. Dr. Cardinale expressed his pleasure in recognizing Dr. Buckenmaier as Fairfax County Public Schools Principal of the Year and recipient of the Washington Post Distinguished Educational Leadership Award.

RESOLUTION
HONORING
CAROLYN S. BUCKENMAIER

WHEREAS, Carolyn S. Buckenmaier, principal of White Oaks Elementary School, has proven herself to be both an outstanding instructional leader and a superb administrator; and

WHEREAS, Dr. Buckenmaier educates others to recognize that the real value of education lies in the development of minds that think and feel with responsibility for others; and

WHEREAS, she encourages and stimulates her students and staff to assume responsibility for scholarship, commitment, and concern for the values of society by contributing to their educational, social, and personal development; and

WHEREAS, Dr. Buckenmaier's professional life exemplifies a commitment to integrity, research, adaptability, cooperative learning, and goodwill; and

WHEREAS, she demonstrates vigor and vitality in seeking continuous growth through learning and renewal by recognizing and appreciating others as people of worth and esteem; and

WHEREAS, Dr. Buckenmaier is a woman of vision, who calls upon a lifetime of accumulated wisdom, experience, and sound judgment in guiding and leading a diverse school community; and

WHEREAS, she has consistently demonstrated the self-assurance and confidence necessary to earn the respect and support of parents, teachers, and students; and

WHEREAS, Dr. Buckenmaier is an outstanding, exemplary leader and educator, dedicated to the realization of excellence and the pursuit of personal and intellectual growth;

NOW, THEREFORE, BE IT RESOLVED that the School Board of Fairfax County, Virginia, honors Dr. Carolyn S. Buckenmaier as the 1989-90 Principal of the Year and the recipient of the Washington Post Distinguished Educational Leadership Award. The Board expresses its appreciation to Dr. Buckenmaier and bestows on her its highest commendation for having achieved these distinctions.

Dr. Cardinale moved, and Mrs. McDowall seconded, adoption of the resolution. The motion passed 10-0, with all members present and voting. A framed copy of the resolution was presented to Dr. Buckenmaier. In response, Dr. Buckenmaier said she was very honored to be representing all the Fairfax County Public Schools principals who daily provided rewarding educational experiences for their students, commenting that while Fairfax County was the nation's 10th largest school district, she thought it was the national leader in striving for educational excellence for students. She shared the White Oaks students' "thumbs up" signal meaning they were proud to be students in that school and said she was proud to be a principal in the Fairfax school system.

III. PRESENTATIONS TO SCHOOL BOARD

A. Citizen Participation

Ms. Whitney announced that six people had asked to address the Board during the period reserved for public comment.

1. Jon Leachtenauer, co-president of the Wakefield Forest Elementary School PTA, commented on the impact of the Area II proposal for middle schools on students at Wakefield Forest and urged that the split-feeder situation be resolved by including all those students in the Frost-Woodson pyramid. (Exhibit B)
2. James McConville and Eileen Elgin, also scheduled as speakers, were present but gave up the opportunity to speak, indicating that Mr. Leachtenauer had already expressed their views.
3. Mary Margaret Hammond, representative for middle schools from Sleepy Hollow Elementary School PTA, stated that she had become an enthusiastic supporter of the middle school concept but expressed opposition to the staff position on the conversion of some Area II intermediate schools (Scenario III) because of the impact on minority student membership at Glasgow. (Exhibit C)
4. Virginia Brow, speaking as an individual, objected to FLE implementation procedures, citing lack of full parental involvement in assessing new curriculum and a change in school terminology regarding the established human growth and development units. (Exhibit D)
5. William Wheaton, also speaking as an individual, called for wider Board discussion of the proposed FLE lessons presented for approval and objected to the staff process for piloting materials. (Exhibit E)

B. Presentation by Students of Vocational Education Foundation Projects

Sy Samaha, president of FAXVO, extended holiday greetings, thanked the Board and staff for their continued support of FAXVO, and cited the opportunity to show off some of the accomplishments of FAXVO students by presenting holiday wreaths to Board members. Horticulture teacher, Karen Voda, said the wreaths had been a joint project of carpentry students at Chantilly High School and the horticulture class at the Spring Hill job site. Ms. Whitney asked that the Board's thanks be conveyed to all involved, remarking that the holiday decorations were admired and appreciated by all Board members and their families.

C. Presentation on the Middle School Concept (Exhibit F)

Dr. Loretta Webb, Deputy Superintendent, Curriculum and Staff Development, said she would talk about the direction FCPS would need to move in implementing the state mandate on middle schools and introduced other staff members who would describe the impact on local schools: Janie Smith, Director of Curriculum Services; Ray Ross, North Springfield Elementary School principal; Dick Lavine, Rocky Run Intermediate School principal; and Gene Jordan, Whitman Intermediate School principal.

Dr. Webb reviewed the origins of the state goals for restructuring education for preadolescent students, noting that school divisions and individual schools could choose different ways of reaching those goals, with the intention of including all schools in the restructuring process within five years. She described the 19 identification goals by which the state would assess schools ready to move forward into the restructured middle school and explained the review and approval process beginning with a recommended plan forwarded by the Superintendent to the School Board for approval, submission of the division plan for approval to the State Superintendent of Public Instruction, local school implementation, and state evaluation by internal and external evaluators. (Exhibit G) She said that the implementation time would vary from school to school and that, since Fairfax County was included in the last group of school divisions to receive training and assistance from the state, the process of restructuring could be spread over the full five years.

Janie Smith pointed out that, although no formal development had taken place in Fairfax County to address the state goals, there had been informal planning and individual school initiatives in terms of curriculum changes, training teachers in cooperative learning strategies, and emphasis on higher-order thinking skills that were consistent with the restructuring mandate. She reviewed a number of comprehensive questions the school system would have to deal with in divisionwide implementation. (Exhibit H)

Gene Jordan described the developmental and emotional characteristics of preadolescents, mentioning the wide range of differences in the group, the rapid changes, and the vulnerability. He emphasized that a middle school philosophy would address more needs of more students than the current intermediate school program and would give greater support to students at a critical stage in their development.

Dick Lavine discussed trained teacher teams which would be the instructional focus in middle schools, drawing on examples of the team approach currently used at Rocky Run, and stressed that the team approach engendered a cohesive and productive structure for preteens that allowed them to work together on instructional objectives and to benefit from a nurturing environment, rather than having to adapt to a mini-high school

structure.

Ray Ross described the restructuring initiative at North Springfield Elementary involving an interdisciplinary team of three 6th grade teachers with common planning time and cited specific benefits to students in terms of interaction, less fragmentation, integration of special populations, and more actual content time. He indicated that while many of the state goals had been met, additional resource specialists seemed necessary in the area of exploratory arts which required more than standard staffing, and he cautioned that providing maximum opportunities would be very difficult in small schools. He commented that while some parents had initially been skeptical about the process, all ended up being very supportive.

Dr. Webb concluded the presentation by observing that the state plan established the "what" and "why" of school restructuring, but that local decisions would determine the "when" and "how," saying those details in a large system would be a challenge for the next few years.

Ms. Whitney stated that the Board would have an opportunity to discuss the components of the middle school concept at a work session on January 9. She asked whether FCPS could choose to move forward with restructuring before the state implementation date of 1992 and whether the Board would have an opportunity to review the plans being proposed. Dr. Webb replied that the school system could apply to begin the process during the next year, indicating that the timing would be one topic discussed at an upcoming retreat with intermediate principals, elementary representatives, and central staff. Dr. Spillane added that he thought the school system could move ahead, without waiting for the state, noting that the situation was different from other mandates in that many FCPS people were pushing to move toward implementation earlier, so the circumstances were favorable for a quick turnaround. He said the Board would receive a staff recommendation concerning implementation.

Mrs. McDowall commented that it was useful to hear about current restructuring initiatives at the elementary and intermediate levels, particularly regarding what would work, but expressed concern about implementation in small elementary schools. She suggested, with the emphasis on community involvement, that the middle school approach might provide an opportunity for the community service credit she had asked about. She expressed some concerns about the lead time, remarking that possible extra staffing and facilities costs at elementary schools would need to be accommodated in budget decisions, but she supported moving forward with a locally developed plan rather than waiting for state direction.

Mrs. Fleetwood asked for more detailed information about what kind of teacher training was needed and how it would be done, commenting that when the idea of middle schools

was first raised by intermediate principals they had indicated the new objectives could be met without great structuring change or cost, while present discussions seemed to assume both changes and money would be needed. Dr. Webb agreed that as the state plan took clearer shape there had been some changes, most centering on the formality of documenting what was happening so a state team could evaluate each school system's plan in operation, as a substitute for the previous state accreditation review.

Ms. Whitney asked if the new state review would include all the elementary schools as well as the 23 intermediate schools. Dr. Webb replied that sixth grade programs would be included, observing that the school system would need to do more work on articulation from sixth to seventh grade to meet the state goals.

Carl Kugler asked for more information about the possible effects of having sixth graders attending school with seventh and eighth graders in terms of developmental differences and varied curriculum emphases. Dr. Webb responded that sixth graders, for the most part, would be housed in elementary schools and that the discrete POS would be maintained, with the difference being in delivery and emphasis.

Mr. Frye recalled that the Board had favored a middle school concept in past years and said he thought it was unfortunate more movement toward incorporating the positive aspects had not taken place over the years. He asked what funding would be provided from the state to support restructuring and how much freedom the school system would have to proceed with the process. Dr. Webb replied that there seemed to be considerable freedom but no funding for implementation. Mr. Frye suggested specifically asking the state about money to meet the increased costs of systemwide conversion to the restructuring concept.

Mrs. Field expressed concern with the potential facilities impact, noting that although she understood the system could move forward with sixth graders remaining in elementary schools, she thought the Board might need to consider housing middle school grades in the same building in the future because of other space pressures. She observed that new directions from the state with no supporting funding posed problems for local school districts and suggested isolating the new costs of middle school structuring to underscore the continued impact of state mandates.

Mrs. Yook agreed about the frustration of unfunded state mandates, pointing out that in addition to middle schools the state continued to talk about at-risk four-year-olds and the possibility of full-day kindergarten, both with great monetary and space implications. Noting Mrs. Field's comments about housing middle grades together, she commented that continued growth, plus impending state mandates, might force the Board to consider expanding intermediate facilities to house middle schools. She asked if

it would be cheaper, in a space crunch, to add on to the existing intermediate schools or to larger numbers of elementary schools, noting that the older elementary schools in her area were built on small sites. Al Hlavin, Assistant Superintendent, Facilities Services, replied that older elementary school sites, in particular, were restricted and agreed that it would be less costly and more reasonable to add space to 23 intermediate schools rather than building 130 smaller additions to elementary schools.

IV. ACTION ITEMS

A. Adoption of Consent Agenda (without discussion)

Ms. Whitney stated that the 11 items on the consent agenda could be adopted in a single motion.

1. Minutes - Approve minutes of December 7, 1989, regular Board meeting (SB; Exhibit I)
2. Petty Cash - Approve petty cash disbursements for November 1989 (FnS; Exhibit J)
3. Monthly Report of Separations - Confirm separations for the period beginning November 1, 1989, and ending November 30, 1989 (PS; Exhibit K)
4. Revision of the Long-Range School Improvement Plan - Approve the Six-Year Plan, 1990-91 Through 1995-96 (SR; Exhibit L)
5. School Consolidation Studies - Approve undertaking no elementary school consolidation studies in 1989-90 (FcS; Exhibit M)
6. Award of Contract to Conduct a Community Survey of Educational Goal Priorities - Award contract to Forecasting International, Ltd., for \$47,181.94 (C; Exhibit N)
7. Family and Early Childhood Education Program (FECEP) Parent Planning Committee - Confirm elected members of the Fairfax County Public Schools FECEP Parent Committee (IS; Exhibit O)
8. District Advisory Council for Chapter 1 - Confirm elected members of the Chapter 1 District Advisory Council (IS; Exhibit P)
9. Vocational Education General Advisory Committee - Approve appointment of community members to the Vocational Education General Advisory Committee for three-year terms beginning January 1990 and ending January 1993 (VACE; Exhibit Q)
10. Adult Education General Advisory Committee - Approve appointment of members to the Adult Education General Advisory Committee (VACE; Exhibit R)
11. Award of Contract for Construction of an Addition to and the Renewal of Annandale Terrace Elementary School - Award contract for construction of an addition to and the renewal of Annandale Terrace Elementary School to Sabre Construction Corp. in the amount of \$2,903,500 (FcS; Exhibit S)

Mrs. McDowall moved, and Mr. Choate seconded, approval of the consent agenda. The motion passed 10-0, with all members present and voting.

B. Approval of Other Action Items

1. **Family Life Education Lessons** - Adopt lessons designed to strengthen the message regarding the benefits of abstaining from sexual activity until marriage (IS; Exhibit T)

Mr. Lane moved, and Dr. Cardinale seconded, the staff recommendation to adopt FLE lessons designed to strengthen the message of the benefits of abstinence before marriage. There was no discussion. The motion passed 10-0, with all members present and voting. The student representative asked that his support for the motion be entered in the record.

2. **Extracurricular Activities** - Approve extracurricular activities for intermediate and high schools (IS; Exhibit U)

Dr. Cardinale moved, and Mr. Lane seconded, the staff recommendation to approve new and continuing extracurricular activities for secondary schools.

Mrs. Field, referring to the suggestion of awarding letters for lacrosse, remarked that a newspaper article about the dance team at South Lakes indicated that letters were awarded for that activity and asked how decisions about awarding sports letters were made. Dr. Spillane commented that he would probably recommend moving gradually toward establishing lacrosse as a varsity sport, beginning with awarding of letters, recognition at sports banquets, and other things that could be managed without significant costs. Deputy Superintendent Jay Jacobs added that he had formed a committee to meet with lacrosse proponents to work out some plans for a phase-in to interscholastic sport status. In response to the question about awarding of letters, he said the determination was made at individual schools on the basis of locally developed criteria, noting that some schools awarded letters for activities like band and dance while others did not. Mrs. Field asked if there would be any problem with a local school's awarding of letters for club sports. Mr. Jacobs replied that schools could not award varsity VHSL letters, but could have a school letter award. He added that lacrosse was the only club sport which, because a majority of high schools participated, had met the trigger conditions for consideration as an interscholastic sport. Ms. Whitney called for a vote on the motion to approve extracurricular activities. The motion passed 9-0, with Mrs. Fleetwood not in the room for the vote. The student representative asked that his support for the motion be entered in the record.

V. INFORMATION ITEMS

- A. Conversion of Glasgow, Holmes, and Poe Intermediate (Grades 7-8) Schools to Middle (Grades 6-8) Schools - Recommendation to approve conversion of Glasgow, Holmes, and Poe Intermediate (grades 7-8) Schools to middle (grades 6-8) schools with implementation of a middle school program which is consistent with one of the alternatives for meeting Virginia State Department of Education guidelines for middle schools, effective at the beginning of the 1991-92 school year. (Area II/FcS; Exhibit V)

Dr. Spillane presented some background of middle school structure, noting that nationally there were more middle schools than junior high and intermediate schools combined and that more than half of the middle school students across the country were minority students. He noted that the middle school philosophy was consistent with goals supported by the School Board over a number of years. He referred to a recent Carnegie Report which advocated small family groupings of teachers and students, with heterogeneous composition, rather than tracking as the goal and reported that studies had shown that advanced students as well as lower students benefited from such mixed collaborative groups.

Dr. Spillane explained that the agenda item on middle school conversion was a result of studies done by a citizens' group in 1988 and a task force at work for the past year who had studied desirability, feasibility, and possible implementation, resulting in the specific recommendations to convert Glasgow, Holmes, and Poe to Middle Schools (grades 6, 7, and 8) and to implement a program consistent with meeting the State guidelines on restructuring the middle schools. He referred to Gene Jordan's comments that youngsters aged 10-14 experienced unique and often difficult stages of development and that the middle school concept provided the best chance to structure an educational setting that was organized and planned specifically to meet their social and emotional needs, and said that the major considerations were that middle schools would be less like little high schools, that their organized structure would allow more time and support in the transition from self-contained classrooms to departmental structure, and that they would permit more learning opportunities through expanded exploratory programs and more course offerings. He reported that the study group had concluded that middle schools could be implemented at Glasgow, Poe, and Holmes with the sixth, seventh, and eighth grade organization with additional determinations about relocating the Area II office and the number of students assigned to Glasgow, and that the recommendation was based on a desire to improve educational opportunities and to provide greater flexibility in the use of the existing facilities. He said that if the School Board approved the concept, an expanded task force including more parents and teachers, would begin the implementation phase of the

study, assuring that the central components of the middle school concept would be included in the conversion from intermediate to middle schools. He emphasized that approval by the School Board of the recommendation would necessitate boundary changes affecting the attendance areas of intermediate and feeder elementary schools, but that boundary adjustments in that area would be necessary with or without the middle school conversion.

Mrs. Yock agreed that the Board had talked about the concept before, pointing out that the issues were raised, before the task force had been convened, in Cluster 14 with a study group concerned about small and overcrowded schools; the practice of busing a large number of students out of their neighborhoods, with the perception that newcomers to the country were not being treated equitably with others in the neighborhood; and the need to keep students nearer to their homes and to build on to schools there. She recalled that the original study group had looked at two things: housing students adequately, with probable boundary changes, and improving programs to provide for children's many needs, including the special needs of ESL students. She stated that the study group had come up with three proposals: that middle schools be established with a sixth, seventh, and eighth grade structure; that a "Newcomer's School" where students would be taught to speak English first be considered; and that, in order to make a more equitable balance among the schools in the area, certain impacted schools have magnet programs to attract students from outside their area to more evenly balance English/non-English-speaking students. She remarked that the task force of citizens grew from that early study group, resulting in the current recommendations.

Mrs. Yock said that it was no secret that she supported the middle school concept and would like to see the structure of six through eighth grades because in her own district it would make the most sense. She pointed out that the elementary schools had been expanded almost as far as they could be, but at the intermediate schools there was still space available for building additions, observing that Facilities staff had indicated that very few elementary schools in that area could be built onto. She commented that the proposed Scenario III looked very good on paper, filling up schools and not building too much, but that she thought that it had serious demographic impact on the Stuart-Glasgow pyramid, resulting in Glasgow being almost completely enrolled with non-English-speaking minority students which would be a poor educational solution. She suggested that the Board had to make decisions about its policy, which maintained that the Board would try not to create islands and would try to keep schools balanced ethnically and culturally. She said the Board needed to look at the boundary policy in terms of the current recommendation, with special consideration of whether a middle school program would still be viable at Glasgow if it resulted in almost 90 percent non-English-speaking students. She said she had asked additional questions about the projected numbers and legal implications, and

pending those answers, stated that she thought the staff recommendation raised more questions than it answered.

Mrs. McDowall remarked that she thought clarification was needed of what the recommendation covered and did not cover, specifically whether it covered assignments of students. Dr. Spillane replied that the present recommendation did not deal with student assignments. Mrs. McDowall asked, assuming adoption of the middle school concept, when the assignment of students would be decided. Deputy Superintendent Jacobs replied that for a 1992-93 implementation phase, discussion would begin with communities in the fall of 1991, with Board approval in the spring of 1992. Mrs. McDowall asked if those student assignments would follow the elaborate procedures of involving communities, as in other boundary adjustments, emphasizing that the community needed to understand that. Mr. Jacobs agreed that normal boundary determination processes would be followed.

Mrs. McDowall said she thought the Board could address the policy question apart from the specific neighborhoods involved, and asked if approval of the recommendation would trigger planning for three middle schools and would involve adopting Scenario III or something close to it. Dr. Spillane indicated that was the staff's recommendation.

Mrs. McDowall asked if additional staffing would be needed for Scenario III. Dr. Judith Caldwell, Coordinator of Instruction, Area II, answered that approximately three staff members for each middle school had been factored in, with flexibility at the local school level to use the positions for reading specialists, counselors, or other special resource needs. Mrs. McDowall said she understood the assumption would be ratio staffing, with flexible assignment, and with possible limited added positions.

Mrs. McDowall asked about the costs of restructuring but keeping sixth graders in their own schools. Dr. Caldwell replied that those kinds of figures, which would apply in most situations in the County, could be provided but had not been included in the proposal. In response to Mrs. McDowall's question about whether facilities conversion costs specified in the various scenarios were necessary or merely desirable, Area Administrator Steve Dolinger said facilities requirements generally related to ways of facilitating teaming. Mrs. McDowall asked for more detail on those costs, noting that the Board was not making a decision for all schools at the present time. Al Hlavin, Assistant Superintendent, Facilities Services, responded that the staff was costing out the committee's recommendation pending the Board's decision and that necessary costs would be recalculated once there was better definition of what would occur in those buildings. Mrs. McDowall called attention to the inclusion of air conditioning in the conversion figures for Poe and questioned whether they might be significant savings in doing that conversion in conjunction with regular renewal.

Mr. Hlavin agreed that moving of walls would not involve significant costs, but that a big item like air conditioning would affect the renewal list.

Ms. Whitney, citing Mrs. Yock's statement that Scenario III would save money, said she thought that Scenario II and III would both cost money, with Scenario I being the least expensive because of the amount already funded through other means. She noted that Scenario I did not call for a middle school configuration, but would continue the 7-8 structure and put additions on three elementary schools instead. She questioned why staff had not considered consolidating students of the three intermediate schools into two, observing that the trigger point to consider closing or consolidating intermediate schools was 599 students and that Holmes and Poe were both below that point. She suggested looking at putting all the students into two buildings, which seemed possible even with the Area II office remaining at Holmes.

James Johnson, Director of Facilities Planning, replied that the combined enrollments of Holmes and Poe were expected to head back up by 1994-95 to be at or above capacity and after that would go up 15 percent. Mr. Hlavin added that with other low-ratio emphases from the state beginning at the elementary level, he believed that the system would be needing flexibility of space, because there might be significant demands for more classrooms in a relatively short period of time.

Mrs. Fleetwood, agreeing that the recommendation did not include the "from and to" of specific schools, said people in the community would ask questions about which students were involved and said it would be difficult for her to support any conversion without that information laid out in general terms. She noted particularly the ambiguity about the effect on other Area II schools, such as Luther Jackson. She indicated she had concerns about the present recommendation, although realizing that there were issues that needed to be dealt with, and stated she was not comfortable with anything she had seen yet.

Mr. Rodriguez commented that the middle school concept would be a real opportunity to bring limited-English-speaking students into the mainstream on a quicker timeline than existed currently. He said there should be a better way to mainstream those students at the middle school level, and advocated looking not only at the cost factors, but also at the individual benefit to students. He supported the restructuring as a beneficial improvement in educational opportunities for students.

Mrs. Yock, looking at the space requirements, mentioned that Holmes currently had a sizeable physically handicapped center and asked if it would be possible to fold in the Poe students and still have room for the center. Mr. Johnson replied that on capacity alone numbers might fit but that staff would need to reassess the capacity of Holmes in terms of the space needs of the programs there. Mrs. Yock asked if the

recommendation assumed that the special ed centers would continue where they were. Mr. Johnson replied that the Facilities staff had not yet looked at the building capacities in terms of specific programs. Mrs. Yock said that the Board would have to look at costs, but agreed that it was important to keep in mind the welfare of the students, commenting that facilities were not an end in themselves, but were there to meet the needs of the students and the instructional program.

Mrs. McDowall agreed that it would be necessary to look at all issues and asked where the Area II office would be located. Dr. Spillane responded that, if necessary, the Area II office could be housed in rented space. Mrs. McDowall asked whether the facilities costs would be paid from operating funds or bond funding. Mr. Hlavin replied that any lease costs would be paid from operating funds, as an annual cost, but that the capital improvements could be bond-funded, and some items could be funded from current construction funds. He noted that 20 rooms for Area II were already included in approved bond funds and that the staff had broken up the projects differently for each scenario.

Mrs. McDowall clarified that with Scenario I there would be no middle school structure. She emphasized that only part of Area II schools were involved in the recommendation, but cautioned that Jackson and Frost would also be affected because of the split-feeder elementary schools.

Mrs. Fleetwood asked about the total student population of Glasgow under the proposed Scenario II. Mr. Johnson responded that with the proposal addition and conversion the anticipated membership would be 1,275 to 1,300 students. In response to Ms. Whitney's question about exceeding recommended membership at that level in Board policy, Mr. Johnson replied that while the total might be larger than recommended for intermediate schools, there would be a different organizational and grade structure so the program implications would be different as well.

Mr. Choate commented that he also had difficulty separating the concept from the children affected by the changes, agreeing that questions from the community would focus on the children being reassigned, and said he thought the Board needed to deal with both issues at the same time.

Mr. Lane observed that the Board first had to make a decision about whether a middle school structure as proposed was educationally sound and then deal with space and boundary issues evolving from that decision. Remarking that he was usually skeptical about great ideals, he insisted that the Board needed to look carefully at how great the benefit would be for students and then, if the conversion was the best choice educationally, other implementing decisions like boundaries would be logical and defensible.

Mrs. Fleetwood indicated that her problem was that, in accepting the middle school concept, other intermediate schools would be staying the same and only those three schools would change, so the Board was talking about two separate things in discussing the concept.

Mr. Choate, saying there had been various structures proposed for those middle grades, asked for some better definition and rationale for the recommended structure for those three schools and how it would impact students.

- B. Award of Contract for Completion of Air Conditioning at Clermont and Hollin Meadows Elementary Schools - Recommendation to award the contract for completion of air conditioning at Clermont and Hollin Meadows Elementary Schools to the lowest responsible bidder (FcS; Exhibit W)

There were no questions from Board members about the item.

- C. Award of Contract to Replace 17 Multizone HVAC Rooftop Units at Laurel Ridge, Franconia, and Hunters Woods Elementary Schools - Recommendation to award contract to replace 17 multizone HVAC rooftop units at Laurel Ridge, Franconia, and Hunters Woods Elementary Schools to the lowest responsible bidder (FcS; Exhibit X)

There were no questions from Board members about the item.

- D. Perpetual Right and Easement for Road Improvements of School Board Property in Burke/Pohick Area - Recommendation to authorize the execution of a deed of perpetual right and easement for road improvements on School Board property in the Burke/Pohick area (Tax Map 87-2-((1)), Parcel 4) (FcS; Exhibit Y)

There were no questions from Board members about the item.

VI. NEW BUSINESS

A. Items Introduced by the Superintendent

Dr. Spillane announced that schools would be opening on time on Friday, despite expected record cold temperatures, saying that bus drivers would be brought in early to warm up buses and that children should be dressed appropriately for the weather.

Dr. Spillane extended best wishes for a happy holiday and a bright new year to the Board and the community.

B. Items Introduced by Board Members

Board members all joined in sharing holiday greetings and good wishes.

Mr. Lane congratulated state football champions, West Potomac High School, commenting that, in the few years of the school's existence, it was amazing what had been accomplished there, both academically and in athletics.

Mr. Frye commended staff for the new proposal to pilot revised attendance procedures in two high schools. Referring to news articles about derogatory incidents concerning religious backgrounds at one school, he said people were questioning whether school rules were strong enough to bar students from school for that kind of behavior. Associate Superintendent Bea Cameron replied that a school might impose sanctions for such behavior, but that the only mandatory sanctions were for drug or weapon infractions. Mr. Frye suggested that, although speech was difficult to regulate, the Board might want to consider sending a firmer message by including mandatory sanctions in school rules for instances of religious bigotry as well. He asked staff to check whether similar incidents had been reported at other schools.

In reference to the annual report and recommendations from the Human Relations Advisory Committee, Mr. Frye remarked that he had not yet seen a staff response to that report. Ms. Whitney said staff reactions and suggestions had been included in the new charge to that committee which she had presented before the group in the fall. Dr. Ned Carr, Assistant Superintendent, Personnel Services, said that an additional recommendation dealing with religion in the schools had not been covered in the charge to the committee and that a response to that issue was being forwarded.

Mrs. McDowall said she had received a staff response to her question about possible community service credit for students and asked staff to consider developing an elective for community service in conjunction with the seven-period day.

Ms. Whitney observed that a recent change in facilities policies required that a Board member proposing alternatives to boundary recommendations announce such intentions in advance, and said that she intended to formally request that the proposed boundary changes related to Cunningham Park be withdrawn. She commented that there would probably be other significant changes coming in that area and that she would prefer not to make any boundary adjustments until other needed modifications such as establishing the Pender-Franklin attendance area were better defined. Referring to the proposed school at Pender-Franklin, she said that both site acquisition and construction costs had been funded in the last bond referendum in anticipation of opening the school in 1990, but that because of the long delay in getting the land, that opening was now pushed back to the 1991-92 year. She urged staff to work closely

with the County to assure a September 1991 opening date, rather than midyear, citing overcrowded classrooms and new enrollments in that area as a serious problem.

Mr. Choate moved, and Mrs. Fleetwood seconded, the appointment of Melissa Kirkpatrick as at-large representative to the Social Studies Curriculum Advisory Committee. The motion passed 10-0, with all members present and voting.

Mr. Choate remarked that he had noticed, during the recent Principal of the Year reception, that no intermediate principals had been nominated for that award. Referring to the involvement of those principals in significant new planning for middle schools and the seven-period day, he questioned what the nomination process was and why no intermediate principals were included.

Mr. Rodriguez mentioned that he had been forced to miss the December 7 meeting when a change had been made regarding a salary increase for school-based administrators in the midyear budget review, and stated that he wanted to go on record as supporting the raise for school administrators and opposed to a single pay scale for all administrators which had been proposed.

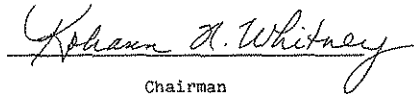
Mrs. Fleetwood said she concurred with Ms. Whitney's positions regarding the boundary adjustment for Cunningham Park and accelerating the opening for the Pender-Franklin school facility.

Dr. Cardinale, also referring to boundary recommendations, said he had sent a memo to staff requesting an adjustment to make Sangster Elementary School a two-feeder instead of a three-feeder school by assigning a limited number of students from Key-Lee to Lake Braddock. Noting that the facility could support those numbers, he characterized that change as overdue and asked the Superintendent and staff, according to policy, to notify all involved communities.

Carl Kugler reported that he and several students from Fairfax County had participated in a Model United Nations session in Boston recently, calling it a good experience for all involved.

VII. ADJOURNMENT

At 11:05 p.m., Mrs. Fleetwood moved, and Mr. Choate seconded, that the meeting be adjourned. The motion passed 10-0, with all members present and voting.


Chairman


Clerk