

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$1,500 from the MSDE, under ECIA Chapter 2 funds for the teacher-research writing program in the following categories:

CATEGORY	AMOUNT
01 Administration	\$1,476
10 Fixed Charges	24

TOTAL	\$1,500

and be it further

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

RESOLUTION NO. 228-89 Re: FY 1989 CATEGORICAL TRANSFER WITHIN THE PROVISION FOR FUTURE SUPPORTED PROJECTS

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

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

CATEGORY	FROM	TO
01 Administration		\$10,000
03 Instructional Other	\$10,000	
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TOTAL	\$10,000	\$10,000

and be it further

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

RESOLUTION NO. 229-89 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR THE MARYLAND YOUTH WELLNESS CONFERENCE PROJECT

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects

a grant award of \$10,000 from the MSDE under the Governor's Initiative Grant, Department of Health and Mental Hygiene, to implement a Maryland Youth Wellness Conference within Category 3--Other Instructional Costs; and be it further

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

RESOLUTION NO. 230-89 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS FOR DRUG AND ALCOHOL PREVENTION AND INTERVENTION AMONG EMOTIONALLY IMPAIRED STUDENTS

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$10,684 from MSDE under the Drug-Free Schools Act, to establish a drug and alcohol prevention and intervention program among emotionally impaired students in the following categories:

CATEGORY	AMOUNT
01 Administration	\$10,357
10 Fixed Charges	327

TOTAL	\$10,684

and be it further

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

RESOLUTION NO. 231-89 Re: UTILIZATION OF FY 1989 FUTURE SUPPORTED PROJECT FUNDS TO CONTINUE THE YOUTH SUICIDE PREVENTION SCHOOL PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$11,000 from MSDE, Pupil Services Branch, Division of Compensatory, Urban, and Supplementary Programs, to continue the Youth Suicide Prevention School Program in Category 3--Other Instructional Costs; and be it further

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

RESOLUTION NO. 232-89 Re: FY 1989 SUPPLEMENTAL APPROPRIATION FOR A SUMMER TRAINING INSTITUTE ON THE

HOLOCAUST

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1989 supplemental appropriation of \$30,000 from the Meyerhoff Foundation and the United Jewish Endowment Fund, to conduct a summer training institute on the Holocaust, in the following categories:

CATEGORY	AMOUNT
01 Administration	\$29,040
10 Fixed Charges	960

TOTAL	\$30,000

and be it further

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

RESOLUTION NO. 233-89 Re: FY 1989 SUPPLEMENTAL APPROPRIATION FOR THE HEAD START CHILD DEVELOPMENT PROGRAM

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1989 supplemental appropriation of \$29,618 from the Montgomery County Department of Family Resources, Community Action Agency, in the following categories:

CATEGORY	AMOUNT
03 Instructional Other	\$ 1,618
07 Transportation	28,000

TOTAL	\$29,618

and be it further

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

RESOLUTION NO. 234-89 Re: WORK OF ART FOR LUXMANOR ELEMENTARY SCHOOL

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

adopted unanimously:

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

WHEREAS, Staff has employed the established selection procedures; and

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

WHEREAS, Funds have been appropriated for this purpose in the FY 1989 Capital Improvements Program; and

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

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

ARTIST	WORK	COMMISSION
Judith Inglese	Ceramic Tile Mural	\$14,000

and be it further

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

RESOLUTION NO. 235-89 Re: WORKS OF ART FOR BROOKE GROVE
ELEMENTARY SCHOOL

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

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

WHEREAS, Staff has employed the established selection procedures; and

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

WHEREAS, Funds have been appropriated for this purpose in the FY 1989 Capital Improvements Program; and

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

RESOLVED, That the Board of Education enter into the following contractual agreements for works of art at Brooke Grove Elementary School, subject to County Council approval:

ARTIST	WORK	COMMISSION
Jean Paul Courbois	Murals	\$17,000
Lilli Ann Rosenberg	Mural	\$ 8,000

and be it further

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

RESOLUTION NO. 236-89 Re: WORK OF ART FOR CLOVERLY ELEMENTARY SCHOOL

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

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

WHEREAS, Staff has employed the established selection procedures; and

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

WHEREAS, Funds have been appropriated for this purpose in the FY 1989 Capital Improvements Program; and

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

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

ARTIST	WORK	COMMISSION
David Fichter	Mural	\$12,000

and be it further

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

RESOLUTION NO. 237-89 Re: CAPITAL PROJECTS TO BE CLOSED EFFECTIVE

JUNE 30, 1989

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

WHEREAS, The Board of Education continues to close capital projects in a timely manner and to transfer the unencumbered balance to the appropriate account; and

WHEREAS, The Department of School Facilities has reviewed capital projects that may be closed effective June 30, 1989, providing the capitalization of \$60,635,550; now therefore be it

RESOLVED, That the superintendent be authorized to close, effective June 30, 1989, capital construction projects listed below and to transfer the local unencumbered balance totaling \$823.12, subject to final audit, to the Local Unliquidated Surplus Account (balance before transfer \$1,872.17):

PROJECT NO.	SCHOOL	BALANCE
100-01	Clopper Mill Elementary	\$498.00
110-01	S. Christa McAuliffe Elementary	55.00
210-10	Maryvale Elementary	-0-
234-09	Thomas S. Wootton High	.12
315-08	Paint Branch High	270.00
360-02	Jones Lane Elementary	-0-
420-07	Bannockburn Elementary	-0-
554-13	Gaithersburg Junior High	-0-
703-04	Cedar Grove Elementary	-0-
794-05	Rosemary Hills Elementary	-0-
999-01	Blair Cluster	-0-
999-18	Local Capital	-0-
999-40	Mechanical Systems Rehab	-0-
999-41	Telephone Systems	-0-
999-69	Code Corrections	-0-
999-99	Teleprocessing Support	-0-

		\$823.12

and be it further

RESOLVED, That the county executive be requested to recommend approval to the County Council of these transfers.

RESOLUTION NO. 238-89 Re: CHANGE ORDER OVER \$25,000

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

WHEREAS, A portion of the existing decking must be replaced as part of the Earle B. Wood Middle School roofing project; and

WHEREAS, A proposal to complete this work has been reviewed by staff and recommended for acceptance; now therefore be it

RESOLVED, That a \$77,126 change order to the contract with J. E. Wood and Sons Company, Inc., for the Earle B. Wood Middle School roofing project be approved to remove and replace existing decking.

RESOLUTION NO. 239-89 Re: WHETSTONE ELEMENTARY SCHOOL ADDITION

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

WHEREAS, On April 11, 1989, the following bids were received for the Whetstone Elementary School addition:

BIDDERS	BID
1. Patrick Quinn, Inc.	\$2,859,400
2. Dustin Construction, Inc.	2,876,000
3. Henley Construction Co., Inc.	2,921,263
4. The Gassman Corporation	3,030,000
5. William F. Klingensmith	3,104,000
6. C. M. Parker & Co., Inc.	3,109,279
7. N. S. Stavrou Construction Company, Inc.	3,128,847
8. Northwood Contractors, Inc.	3,260,500

and

WHEREAS, This represents excellent bid activity, and the low bid is within the project architect and staff's estimate of \$2,883,000; and

WHEREAS, Patrick Quinn, Inc., has completed similar projects satisfactorily for Montgomery County Public Schools; and

WHEREAS, Capital funds for this project are requested in the FY 90 Capital Budget; now therefore be it

RESOLVED, That a \$2,859,400 contract be awarded to Patrick Quinn, Inc., for the Whetstone Elementary School addition in accordance with the plans and specifications prepared by Grimm & Parker, Architects, contingent upon County Council approval of the FY 90 Capital Budget request.

RESOLUTION NO. 240-89 Re: BOWIE MILL ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on April 13, 1989, for the construction of the new Bowie Mill Elementary School:

BIDDER	BID
1. Henley Construction Company, Inc.	\$6,747,100
2. Kimmel & Kimmel, Inc.	6,779,000
3. Dustin Construction Co., Inc.	6,816,500
4. The Gassman Corporation	6,979,000
5. Harvey Construction Co., Inc.	7,156,900

and

WHEREAS, Henley Construction Company, Inc., has satisfactorily completed numerous capital projects for Montgomery County Public Schools; and

WHEREAS, The low bid contains \$175,000 for previously unbudgeted funds to improve Bowie Mill Road along the school site and to complete sitework; thus requiring additional funds; now therefore be it

RESOLVED, That a \$6,747,100 contract be awarded to Henley Construction Company, Inc., for the construction of the Bowie Mill Elementary School in accordance with the plans and specifications prepared by Eugene A. Delmar, Architect, contingent upon approval of a \$175,000 FY 89 Capital Budget emergency supplemental appropriation; and be it further

RESOLVED, That the county executive be requested to recommend that the County Council approve the supplemental funds.

RESOLUTION NO. 241-89 Re: FY 89 CAPITAL BUDGET EMERGENCY
SUPPLEMENTAL APPROPRIATION -
BURTONSVILLE ELEMENTARY SCHOOL ACCESS
ROAD

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

WHEREAS, On July 12, 1988, the Board of Education approved the surplusing of two elementary school sites in order to provide funds for the acquisition of the Burtonsville Volunteer Fire Department property by the county, and the subsequent design and construction of a new access road to the Burtonsville Elementary School; and

WHEREAS, The county executive's staff has recommended that funding for the access road be provided by the proceeds of the sale of these properties; and

WHEREAS, It is necessary for the Board to formally request the funds with the source being the proceeds of land sales; now therefore be it

RESOLVED, That the Board request from the County Council an emergency FY 1989 capital budget appropriation, and an amendment to the 6-Year Capital Improvements Program to include \$183,000 (source of funds

from land sales) for a new capital project titled Burtonsville Elementary School Access Road; and be it further

RESOLVED, That the county executive be requested to recommend approval of this emergency appropriation to the County Council.

RESOLUTION NO. 242-89 Re: ELECTRICITY RATES

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

WHEREAS, The Maryland Public Service Commission approved time-of-use electricity rates for the Potomac Electric Power Company (PEPCO); and

WHEREAS, PEPCO intends to implement the new rates on June 1, 1989; and

WHEREAS, A June 1 implementation date will increase the cost of electricity by \$330,000 in FY 1989 for MCPS; and

WHEREAS, MCPS attorneys in conjunction with the county attorney's office have been unable to negotiate an alternative implementation date that would reduce the impact on the utilities budget for FY 1989; now therefore be it

RESOLVED, That the Board of Education authorize the superintendent of schools to initiate a complaint with the Maryland Public Service Commission to establish an implementation date for the new

electricity rates authorized for PEPCO that will minimize the additional costs to MCPS.

RESOLUTION NO. 243-89 Re: EXPANDED GYMNASIUM FOR THE PROPOSED KENTLANDS ES

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

RESOLVED, That the Board of Education recognizes that there are efforts being made by the City of Gaithersburg to obtain funding for the expanded gymnasium and would be willing, if these efforts produce a proposal in a timely way, to consider the addition of that space if funds were made available.

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

"While I appreciate the city of Gaithersburg's desire and effort to proceed with this, I have a concern that once having allowed this to proceed in one jurisdiction of the county we are going to be faced with increasing demands from other parts of the county for comparable sized facilities without ever having made the decision as a Board or as a county to go that way. In order to be fair and equitable from a

recreational needs standpoint, I think we would have to address that issue first. Not all areas of the community would have that resource available to it, and not all areas of the community at this point are even getting elementary gyms let alone a larger sized one."

RESOLUTION NO. 244-89 Re: MONTHLY PERSONNEL REPORT

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

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

RESOLUTION NO. 245-89 Re: DEATH OF MRS. BETTY J. FERRARO,
CLASSROOM TEACHER AT ALBERT EINSTEIN
HIGH SCHOOL

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

WHEREAS, The death on April 3, 1989, of Mrs. Betty J. Ferraro, a classroom teacher at Albert Einstein High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the time Mrs. Ferraro was a home economics teacher with Montgomery County schools, her relationship with all segments of the school community was positive and highly effective; and

WHEREAS, Mrs. Ferraro provided opportunities for her students to display their skills and creativity so they could get positive reinforcement from others; now therefore be it

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

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

RESOLUTION NO. 246-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Marlene Hartzman	Assistant Principal Montgomery Blair HS	Principal Eastern Intermediate

Effective: 4-25-89

Re: BRIEFING BY SCHOOL/COMMUNITY COUNSELOR

WORK GROUP

Dr. Cronin stated that the Board had received a copy of the report entitled, "School and Community Partnership: Improving Coordination of Mental Health and Related Services for Children and Families." Dr. Pitt introduced Mr. John Goodloe, supervisor of the MCPS guidance unit, and Mr. Bennett Connelly, director of the Division of Children and Youth.

Mr. Goodloe expressed their gratitude to Dr. Pitt and the county executive for the establishment of this committee as recommended by Mr. Subin, who was then president of the County Council. The committee was to look at the kinds of services that children in Montgomery County were receiving as far as mental health services were concerned, what agencies were responsible for the delivery of these services, and how to coordinate an interagency group. The committee was to report its recommendations within 90 days, and the committee met through the summer and fall. The report was available by the end of 1988 and was presented to the County Council in January, 1989. Mr. Goodloe expressed his thanks for being allowed to serve on the committee and to serve as co-chair. His committee work permitted him to see that they needed a school and community partnership to meet the mental health needs of students.

Mr. Goodloe stated that the report recommended that the partnership was necessary. They were already involved in cooperative programs, and they had included a list of 10 groups that were coordinated by MCPS and the county government.

Mr. Connelly called attention to a diagram on Child and Adolescent Service System Program (CASSP). This was a recognition of the need to have better coordination of child mental health services. Last year they received state and county funding to set up a better coordination of services, both through public and private agencies. This was about nine months old, and they were just beginning to deal with the many complex issues in terms of a comprehensive child mental health system. This agency came into being about the same time the task force was set up.

Mr. Connelly reported that the task force felt that the schools were often serving families coming to them. These families might have problems that occurred outside of the school building, but school personnel were dealing with these programs. They had pulled together some key demographic information. The population estimate chart showed that the county population of young people was increasing. There had been a very dramatic increase in numbers of single parent families in the county, and this was still increasing. In 1970, 8.2 percent of the families were single parent, and in 1980, that figure was 11.5 percent. In 1970 only 48 percent of mothers with school age children worked outside of the house, but in 1984, 71 percent were working outside the household. They had seen a dramatic increase in

the number of ESOL students over the last ten years.

Mr. Connelly said they had looked at demographic and family stressors. There were several that struck them as very key. He said that 42 percent of elementary school students changed schools within a given year, 34 percent in J/I/M, and 31 percent in high school. During school year 1987-88, 462 students required hospitalization for psychiatric care. There had been a dramatic increase in suicide attempts, and students were using drugs at a much earlier age. In regard to county mental health services, Mr. Connelly reported that Project PACT was the central intake unit. They had found that families who were motivated and had financial means were seen through Project PACT and referred out to the private sector. Those families without insurance were seen through the public mental health system. This was a policy decision by the county. They had looked at families and how they accessed services. They had started with the school system. If families were motivated, had financial means, and had the time, they could find services. All of them in the county continued to struggle with the families that were hard to reach. They were unmotivated, they had lots of stresses, and they did not have the finances to buy the services they needed. They believed the county and the school system needed to work together on reaching these families. These families had multi-service needs and constituted most of the bulk in terms of the problem areas.

Mr. Goodloe said the committee looked at how these students were being served within the school system. They looked at where the mental health professionals were in MCPS. The office of the associate superintendent for program development had the guidance unit with the counselors. The office of the associate superintendent for special and alternative education had 21 psychologists, 8 social workers, 8.5 special counselors, and one pupil personnel worker. In the area offices there were 33 psychologists and 23 pupil personnel workers. They had looked at how the services were presented and whether there was a problem. They also looked at the distribution of handicapped students. There were 9,200 students with some kind of handicapping condition requiring special education. He indicated that 91 percent of those students were in Levels 1 through 4. Another chart was on the distribution of seriously emotionally disturbed students. This indicated that the greater number of SED students were in Levels 4, 5, and 6. This suggested the need for a continuum of services. At the same time their committee was working, the state was adopting a pupil services bylaw. In addition, MCPS had also started to look at its own services. There was a study of SED, and the superintendent had established a task force to look at the provision of services to students on a continuum basis for SED students, levels 1 through 6.

Mr. Goodloe reported that a work group had been established to look at how Montgomery County was going to be in compliance with the pupil services bylaw. They had to provide centralized pupil services which the committee saw as needed here. The superintendent and the Board had already approved the establishment of a coordinator of pupil services position. The committee examining this was looking at how

this was going to work under the four areas of the state requirement which included health, guidance, pupil personnel workers, and psychologists.

Mr. Goodloe said the group also looked at truancy because it was often an indicator of a problem which might be of a mental health nature. There was a program at Blair and one in Area 3. These were collaborative efforts and were underway right now.

Mr. Connelly said there were several recommendations made by the committee. The first one was that there were many issues that they could not address during their study period, and they were recommending that a formal interagency committee made up of county staff and school staff continue to work on the many findings in their report. The second recommendation talked about the need to begin piloting some new services. They recommended the development of some community liaison. Once families had been identified by school personnel or others and needed community services, there should be case management. They needed a pilot program for the county to provide case management services to see that this family received all of the services that they needed from housing to employment to food stamps. They had also talked about the need to deal with the hard-to-reach family. There was need for more outreach capabilities, and they asked the county government to develop a pilot program to deal with that hard-to-reach and unmotivated family.

Mr. Goodloe noted that one recommendation was that MCPS continue its efforts to be in line with the bylaw. This was also continuing with the SED task force which was an interagency task force with school system and county government persons on it. The superintendent was also moving to see what could be done to bring together key players from both the school system and the county government to see how they could look at the report and see what was going on right now. Truancy was a special interest of the committee, and the committee recommended a study group to work for three or four months on what was happening and how efforts could be addressed in an interagency manner. They needed to continue interagency efforts on all fronts. The new committee would be convened in May and continue its work through the summer.

Dr. Cronin commented that he was pleased to see this report because it gave them an important first step. He pointed out that the chart on the families showed that the motivated families went through the hurdles, but the hard-to-reach families did not get through the hurdles. The hurdles fell, and in many instances the families fell. In many ways through children, they were attempting to deal with problems that were beyond the school system's capabilities to deal with. There were many resources out there that the school system did not have connections with. He liked the paper because it did not leave the school system with the sole responsibility for dealing with these students. He noted that it was all their county funding for all their county children. He had promised the Board a paper that he would like to work through with staff that would come at this issue

from another umbrella of a higher level on coordination of services for students with needs, not just SED students. This took them to working with the police department, health department, and a variety of others. This could help them share the burden MCPS had with students.

Dr. Shoenberg commented that he had a problem in dealing with the report. The first page of text listed a lot of things that were problematic and included poverty, overcrowding, ethnic diversity, truancy, dropping out of school, running away from home, child abuse, teenage pregnancy, substance abuse, etc. All of these related to each other and to the problem in different ways and from different distances. Throughout the report these things remained undifferentiated. They were all things that either created problems or were problems for students, but these were not correlated with each other in any way that was helpful. For instance, did they know that drug addiction was any more a problem in children coming from single parent families or students who were moving from one school to another? He had hoped that at some point the thing could get better organized.

Dr. Shoenberg pointed out that they had had an interesting study done in the school system of the early school histories of students who dropped out. This seemed to correlate certain kinds of behaviors with certain events. It suggested there were different kinds of students with different characteristics. He thought that something like that would be useful. He had trouble getting a handle on this kind of problem from the material before the Board.

Mr. Goodloe explained that the committee's time frame precluded their establishment of a clear correlation. They knew what the problems were, and they looked at what was being done to solve these problems. Dr. Shoenberg noted that some of the things listed were presumed causes and some were presumed effects of those causes, but they were not separated out.

Mr. Connelly agreed. As they moved through the system, it was clear that there was a lot of funding and legislative constraints that precluded the blending of services. They needed to begin to pool resources so that no matter how the child was labelled, the child would receive those services. They were meeting with their state legislators next month on seeing whether they could introduce legislation next year that would allow the county to pilot this concept. Now in Social Services, they were restricted by the state and federal allocations. He recalled that two years ago, there were three different agencies providing services for child abuse victims. Now one system was providing that, and they needed to do some of the same thing with the other categories mentioned in the report.

Dr. Cronin thought they had to talk about next steps such as Dr. Shoenberg had suggested in bridging child abuse, truancy, etc. They had to discuss putting the agencies together.

Mr. Ewing agreed with Dr. Shoenberg that there were some troubling

aspects of this. He was delighted that they were paying attention to the issues and that they were addressing the question of coordination of services. He understood that the school system was addressing what to him were important questions. One of the reasons they had a great concern here was not merely that there was a variety of services that were available and not always coordinated, but also because the characteristics of the problem had changed and the problem had grown. They were seeing increasing numbers of younger and younger children with more and more severe problems. The school system was not always able to cope with this despite its best efforts.

It seemed to Mr. Ewing that one of the ways to come to grips with this was to define what the problem was, indicate to themselves what the change in the characteristic of the problem was, and address the question of the nature and availability of services, the quality of the services, the extent of the services, and the effectiveness of the services. This was not one of the objectives of the committee's initial study. However, this was essential for a next step. While it was important to coordinate services, it was also important to make sure these were the right services. For example, they offered services for older SED children, but they had virtually no services for children at younger ages. He suspected they ought to be addressing these problems much earlier, but they did not have the resources at the moment to focus on these young children. He would hope that Dr. Pitt's committees would attempt to address these issues of the changing characteristics of the problem and the quality and extent of the services.

Mrs. Praisner agreed with Mr. Ewing that they needed to continue to coordinate services, evaluate the services being provided, assess the needs of the students, and insure that the programs were growing where they needed to and meeting those needs. She said that her questions were related to her lack of knowledge of exactly what was associated with the county components. She was aware of the timing of the departments that had been created or reorganized within the county. She was not sure that she understood how many people were associated there and their relationships related to the school system. She thought the report focused on the school system's relation to the county rather than an assessment of the county's part of it. She would appreciate more information about the relationships of the Department of Family Resources to Addiction, Victim, Mental Health, etc. She would also like to know what evaluations or assessments had been done of those departments and what changes were anticipated in those departments and Family Resources.

Mrs. Praisner pointed out the sheet on the child and adolescent services program. She was not clear of the County Council's role on that chart as an institution when the other organizations on the chart were providers of services. Mr. Connelly replied that a County Council staff person handled the mental health budgets. It was not a program coordination issue with the Council.

Mrs. Hobbs asked for the name of the MCPS representation to CASSP.

Mr. Connelly replied that it was Tony Paul, the former principal of RICA, and this was in transition. There might be a different appointment, but it was up to Dr. Pitt. Mrs. Hobbs asked if the SED coordinator or the coordinator of pupil personnel would serve on this group. Dr. Pitt explained that they would have representation. Some of the answers were related to Mr. Ewing's questions. What they were doing now was stop gap.

Mrs. Hobbs noted the page referring to demographics and family stressors. The last item referred to the 1986-87 school year. If they totalled up the truancy, dropouts, and runaways, they came to about 10,000. However, a child could be counted more than once because a child could fall into more than one category. In March the Board had discussed secondary alternative and interagency programs. She was a little concerned that they were citing approximately 10,000 youth. She wanted to know how many were receiving services through interagency and alternative programs. She thought they were only talking about 600 to 800 here. She requested a comparison of school years beginning with 1986-87 school year up to the present which identified numbers of students served in the interagency and alternative programs. Dr. Pitt commented that many young people might be identified as truant, and the same person might be identified more than once. However, he assumed that a large portion of those youngsters could be supported through a variety of programs that would not necessarily mean the youngster would be in an alternative program. His definition of a youngster needing an alternative program was the youngster who was unsuccessful in working within the school environment.

Dr. Cronin cautioned that in the number 10,000, there might be duplicated numbers in various categories. Mrs. Hobbs asked about the number of students served by PACT in the 1987-88 school year and the current school year.

Mr. Goldensohn stated that his personal involvement in a number of on-going cases had him somewhat concerned about coordination of resources and reaching out to people. The critical thing out of the briefing paper was the quote about hard-to-reach families. There were too many families out there who for one reason or another would not respond and who would refuse conferences with teachers. Sometimes the school accommodated their schedule with evening meetings, and parents would not attend. This left their children in limbo.

Mr. Goldensohn noted that in several places they talked about truancy, but it was in reference to secondary schools. They were becoming aware of elementary school truancy where children were out one and two days a week. Parents expressed a lack of ability to control the child. There was no county coordination on what to do with this child. Who did they send after these children? What did they do to a fifth or sixth grader who said, "All right, punish me." Obviously the child and family needed counseling, but if they could not reach the parent then nothing happened. It was frustrating to

know that there might be 10 or 100 children out there right now, and they could not reach them. The Board had tried to address this in terms of adding psychologists. They have added staff each year, but there was still a backlog of students awaiting assessment. He wondered if this had to be done by school system psychologists or if the county could help. He agreed that the coordination between the school system and the county was critical.

Dr. Pitt stated that they had received a number of reports, but all of them were kind of fragmented. Based on that, about midyear he asked a comprehensive group to get together and look at SED youngsters in the school system. The charge was to look at MCPS programs and where they were putting their services. They were also to look at services for the younger child and make recommendations. He had asked this group to look at some of the other reports. He hoped they would have recommendations in the late summer.

Dr. Pitt commented that they still did not have a good handle on students who were not SED. They had more youngsters coming to school with problems. These problems were not so severe that the child could be identified and placed. These were problems that seemed to grow as the youngster grew. The question was whether they could deal with this earlier. The child was coming to school with a lot less home support. A lot of families were not getting enough emotional support within the family. This was not just poor people, it was across the board.

In regard to coordination of services, Dr. Pitt said that Dr. Carl Smith was working on follow-up. Dr. Cronin had talked with county officials. Dr. Vance had been working with Mrs. Odessa Shannon. He thought they might be overcoordinating. He was going to ask a group of top county officials and school people to sit down and talk about coordination of services and who should be involved. The other area that he had asked a staff group to look at was the issue of alternative education for the younger child. Here they were talking about the junior high school child. There might be school-based programs they could develop in coordination with county services. He had asked a group to take a look at that.

Dr. Cronin thanked staff for the presentation. He said that the most important part was the openness and the willingness to cooperate.

Re: CABLECASTING OF BOARD MEETINGS

Dr. Vance introduced Mrs. Fran Dean, acting associate superintendent for instruction and program development, and Mr. Donald Hymes, director of the Division of Media Technology and Production.

Dr. Cronin noted that the paper contained a couple of recommendations. He suggested they talk about possibilities for the Board room and possibilities for the auditorium. The other issue was

when the Board met out in the schools.

In regard to the Board room, Mr. Hymes stated that they had recommended a permanent installation with three remote cameras controlled by one staff member in the audiovisual booth. This would be the easiest and the least disruptive. It would only take one person to operate the system, and the equipment costs would be about \$11,000. This assumed that MCPS would do the installation.

Dr. Cronin commented that one of the Board's concerns was the lighting. Mr. Hymes explained that it would not require additional lighting because they had tested the room. The auditorium also did not require additional lighting. Dr. Cronin asked about the cost the County Council incurred in broadcasting their meetings. Mr. Hymes replied that the Council paid for the telecasting. Their equipment was installed at a cost of \$150,000, and they hired people to do the telecasting. It cost them about \$300,000 a year for their broadcasts. MCPS could do the same for about \$8 an hour. MCPS used student interns to do their crew work. Dr. Cronin asked that the record reflect that MCPS could do this much cheaper.

Mr. Goldensohn remarked that he liked the concept they had described for the Board room. From his own experience it was easy to do with ceiling cameras. A full-size camera on the floor or a shoulder camera was a different story. He liked the ceiling mounts because the Board room did not have an excess of floor space.

In regard to the auditorium, Mr. Hymes explained that they would have to have three cameras which were the most expensive items to consider. This would add about \$9,000 to \$10,000 to the cost. Because it was a larger room, it would not be as disruptive to have three cameras on tripods. However, they could do ceiling mounts in the auditorium as well. They could have live cablecasting out of each room.

It was Mr. Ewing's view that there were a great many unfunded priorities in the budget and an absence of great clamor for the Board of Education to appear on television. This was not something he would support. Mr. Hymes pointed out that a recent survey indicated interest in the telecasting of Board meetings. Mr. Ewing explained that his chief concern was spending any amount of money on this. Dr. Cronin asked about telecasting from other locations. Mr. Hymes replied that most high schools were equipped. They could televise meetings from high schools using MCPS equipment as they now did athletic events.

Mrs. Praisner asked which recommendation Dr. Pitt was making. Dr. Pitt replied that he was not recommending. He was responding to a Board request to come with a plan if they wanted to televise their meetings. Mrs. Praisner was not clear as to the source of the funds. Dr. Pitt replied that it would have to come from the Board of Education or budgeted funds. Mrs. Praisner asked if this could be done over a two-year period. Mr. Hymes thought there was the possibility of a lease/purchase agreement. Dr. Cronin asked about

the possibility of using the same cameras in both rooms and moving them from one mount to another. Mr. Hymes agreed to check into this. He pointed out that this would give the Board a visual video record of the meeting.

Mrs. Dean said she would recommend doing the Board room for \$11,000. If the demand were such, they could arrange to have television in the auditorium. Dr. Shoenberg said he would like to know the source of the funds. Mrs. Praisner agreed they needed more information on the sources of funds. On the other hand, as the county had more access to cable, citizens did have a right to see their government in action. This would provide the opportunity for people to observe the Board, and it would also provide the use of the room for other functions such as in-service classes and programs.

Dr. Cronin suggested that staff come back with an options paper which would cover the cost of the Board room over a one- or two-year phase with a suggestion for the source of the funds. Dr. Shoenberg asked that the paper include an estimate of the operating costs. Dr. Cronin said this would be scheduled for Board action when they had this information.

Re: BOARD MEMBER COMMENTS

1. In regard to the decline in black and Hispanic test scores, Mr. Ewing said he would have a motion to offer under New Business. It seemed to him that it was important for them to recognize that what they had was a serious problem. Mr. Nix called it a crisis in education in Montgomery County, and he agreed with that. They needed to treat this as a crisis. This did not mean that they had to panic, but they did need to take serious note of what had occurred. The decline in black test scores at the third grade was 13 percent, and by anyone's calculations, that was statistically significant. The 7 percent decline in Hispanic test scores was also significant. It was more of a concern because it was at the earlier grade. It was there that the school system needed to assure itself that it was doing what it needed to do to make certain that students had every opportunity to achieve. It was not helpful to say that the CAT test scores were not relevant. They had said some years ago those test results would be a major measure of their effectiveness. The point was not to focus on what had happened so much as to focus on what ought to happen. He was very distressed that they were unable to describe what had occurred or to offer any explanations. This would not be so if they had another approach. He had made that point in previous years. It was important to figure out what strategies worked with minority students, and then to put those in place and observe their impact on students and draw lessons from that. While they had a book of successful practices, they did not have any good evidence that those practices worked in more cases than the one school from which they were drawn. Therefore, they were unable to generalize on those individual cases.

Mr. Ewing stated that it was important for them to lay out a clear strategy that built on what they had done to date but departed from

it in important ways. It was not helpful to enter into any suggestion as to who was to blame. It was important to figure out what to do next. He said that the Board needed to focus on this issue in a special meeting in order to discuss what they needed to do and what steps they needed to take. The problem could be solved because there were schools across the nation that were educating minority students quite successfully. There were schools and teachers in this county that were doing likewise. They needed to draw on those lessons and the research. He hoped that the Board would agree that they ought to address this urgently, carefully, systematically, coherently, and at once. They ought to do this in consort with the community as a whole.

Mr. Ewing had provided a paper which suggested it would be important for them to call on parents of black and Hispanic students in order to find out what it was they thought ought to be done. It was important for them to call on principals and teachers because they had a wealth of knowledge about how to educate students. It was important for them not simply to go on doing what they had been doing in the past and not simply to assume that a lot of hard work by a lot of people would of itself pay off. He hoped the Board would not react to his suggestion for a special meeting defensively or suggest that this was an attempt to "hype" a situation. They needed to be serious, work hard, and get on with the task of being successful with minority students. He did not think what they had now was a successful strategy. He was not proposing the Board needed to adopt his strategy word for word, but he would like to suggest that if there was no plan then they should consider the one he had offered.

2. Dr. Shoenberg stated that he was not going to deny that the phenomenon was something they needed to take very seriously. They did need to examine it. He was not sure Mr. Ewing's notion of public meeting to talk about it as a community was not a good idea. It may help a good bit to get these issues out on the table. Even without this decline in test scores, the matter of the inequality between majority and minority test scores had been debated and discussed. What struck him about the decline was how large it was and how difficult it was to explain the size of that decline by any change from one year to the next in what they were doing in the classroom or by any change in the population. Therefore, it seemed to him to be a rather strange statistic. Before they adopted a line of procedure that was going to involve them over many years, they needed to try and get some better handle on exactly what the anomalous change meant. He was with those who thought they were making a mistake by using the California Achievement Test or any other standardized test as a measure of success. He thought they should find some ways of assessing and validating what they did in the classroom that was not tied to standardized tests. However, having hitched their wagon to these test scores, he had to agree with Mr. Ewing that they needed to make some response. He was struck by the tremendously large number and had trouble attributing it to any kind of change in what they were doing or to who the students were in the classroom.

3. Mr. Goldensohn remarked that William Raspberry's column in the POST was extremely well done. He stated, "slipping third grade scores should serve as a smoke alarm. There is no occasion for panic, but there is every reason for wide awake vigilance." He would agree, and he thought they needed to look at the problem. Anytime there was a statistical variation that just jumped out at you, something was wrong. The test might be at fault, the system might be at fault, or the way they handled it might be at fault. Unfortunately, third grade is the least reliable grade to test because the children are the youngest and had the least amount of teaching. He had run some numbers, and he thought that Mr. Ewing's suggestion of a session was appropriate. It might be within 30 days or before the end of school. In his analysis of the numbers, he found a pair of schools a mile or two apart, both with mobility rates in the 60 plus percent range, and both with minority rates of 28 or 29 percent. One had a drop of 13 percent and the other a rise of 18 percent. Another pair of schools with 40 percent mobility rates, very low minority rates of 15 and 18 percent, had in one case scores that went up 12 percent and in the other case went down 10 percent. There were wide fluctuations of numbers in all categories. The clearest group trend down was minority students. When DEA looked into this, he wanted to know whether this was at all schools, sectorized, high mobility schools, etc. He agreed they needed to look at this. He agreed that something was wrong and they had to find out what it was and take corrective action.

4. Mrs. Praisner stated that she, too, read Mr. Raspberry's column and appreciated the context in which he placed the issue. It was a very serious issue that they needed to address. She believed that the system and staff shared that concern. She also agreed with the comments of Mr. Goldensohn and Dr. Shoenberg. In having tried to review and look at some of the individual scores, she found them very puzzling. She was also puzzled by the results in relation to the other results of test scores as they related to students who had been in the school system for a period of time. She thought that a further staff review was appropriate. However, they needed time for the superintendent to develop his response and his comments. She agreed that it was a serious issue that they needed to address.

5. Mrs. Hobbs remarked that this was April and before they knew it the school year would have ended. There would be a long summer break, a new school year would begin, and the test would be given again in October. She agreed with Mr. Ewing that there was an urgency here that they had to deal with. Mrs. Praisner noted that the last CAT test as they knew it would be given next year. The state was in the process of reviewing and examining what additional test would be used. This had a relationship to both the review and any discussion they might have.

6. In response to Mrs. Hobbs, Dr. Cronin pointed out that even if the Board did meet, the teaching for this year was completed. The California test next year would be testing what had already been completed this year. While there was concern over the issue, he was not sure a very short time frame for a meeting would be essential at

this point. He had given the press copies of a response he had made to the Board. As Mr. Goldensohn had stated, the issue was of a strange fluctuation of numbers. He had a lack of information about the specific dynamics within particular schools. He did not know why the drop in scores had happened. If he did not know why it had happened, he did not know how to craft a plan. He needed the direction of the superintendent, DEA, Dr. Vance, and OIPD in order to find out why this had occurred. The issue was not necessarily the CAT, but how well they were educating the student in the classroom to be an effective proud adult. Therefore, he wanted to know what was going on in those particular schools where they had the drops, what the principals were doing, what the school was doing, and what the area and central offices were doing to support those schools. Dr. Cronin stated that at this point he could not say he knew what direction to go in until he had further information from the superintendent. For example, he did not know that hiring 50 percent new teachers caused the problem. He did not know whether the new teachers were teaching second grade or whether experienced teachers had a drop in scores. He did not know whether these were magnet schools, QIE schools, or schools where there were extra resources. There were a lot of answers he did not have. He proposed that they not declare a need for a special crisis session. He thought that Dr. Frechtling and the superintendent recognized the need for a direct and clear information about why this occurred. He would ask the superintendent to come back to the Board in the immediate future with an analysis of why these scores dropped. That could be a major agenda item for the Board at a regular Board meeting. When they had that information from staff, they could then decide whether they needed a special meeting to follow up or broaden the discussion to the full community.

7. Mr. Ewing stated that they had already heard from the superintendent and from DEA that they did not know why it happened. They had examined all the data, and they did not know. The reason they did not know was because MCPS had never had a strategy that would have permitted them to know. The reasons they did not have answers to the questions was that the Board did not follow a process and a policy that would have permitted them to have that information. There was no way the DEA or the superintendent could tell the Board with certainty what happened because there was no data to support that. They had to start fresh because there wasn't any data.

8. Dr. Pitt stated that they were concerned about the drop in test scores. They were examining the data. He had said that he could not determine all the answers when the data came out four days ago. They were examining the data and would have a lot more data. DEA was involved in special practices. They had moved to 12 schools. They had trained principals, and they were in the process of training teachers to focus in on those successful practices. He thought they would get a good deal of data from that as to how well this transferred. This summer they would be working on materials from DEA and other school systems that worked with lower scoring children. He hoped what they learned from that program could be transferred to the

classroom.

Dr. Pitt commented that there was some contradiction in scores. Their fifth and eighth grade scores were higher than their third grade scores which was unusual. Secondly, they were using other data besides CAT tests. In the competency tests, they knew that black youngsters who had been in MCPS more than six years had passed the tests at a rate of 70 percent. Black youngsters in MCPS less than two years passed at a rate of 48 percent. Hispanic students in the system a longer time scored much higher on tests. Even in this test, 50 percent of the minority youngsters scored between the 60th and 99th percentile. They were talking about less than 1,000 youngsters totally. He agreed with Mr. Goldensohn that the younger the child tested, the more erratic the test result.

Having said all of that, Dr. Pitt was very concerned about this. They had to work on this concern and they would. They also needed to focus on that fact that there were many minority youngsters who were succeeding very well. He did not want to brand all minority youngsters with failure. More black youth in Montgomery County were going on to college than ever before. This was not happening nationally. They needed to work on this and get all the data they could. They were already getting principals and staff together to analyze that data. He was not against their focusing on this and making every effort to improve on it. He believed this had to be done.

RESOLUTION NO. 247-89 Re: EXECUTIVE SESSION - MAY 9, 1989

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

WHEREAS, The Board of Education of Montgomery County is authorized by Section 10-508, State Government Article of the ANNOTATED CODE OF MARYLAND to conduct certain of its meetings in executive closed session; now therefore be it

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on May 9, 1989, at 9 a.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business; and be it further

RESOLVED, That such meeting continue in executive closed session at noon and at 4 p.m. to discuss the matters listed above as permitted

under Article 76A, Section 11(a) and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 248-89 Re: MINUTES OF MARCH 28, 1989

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

RESOLVED, That the minutes of March 28, 1989, be approved.

Dr. Shoenberg assumed the chair.

RESOLUTION NO. 249-89 Re: ANALYSIS OF CALIFORNIA ACHIEVEMENT TEST SCORES

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

provide this information in any event:

RESOLVED, That the Board direct the superintendent to present to the Board an analysis of the California Achievement Test scores for this year no later than the evening meeting in May.

Dr. Cronin assumed the chair.

RESOLUTION NO. 250-89 Re: SPECIAL MEETING TO DISCUSS CAT SCORES

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

RESOLVED, That the Board schedule a special meeting on the subject of the decline in black and Hispanic test scores with the meeting to take place if at all possible within 40 days and focus on what the superintendent is proposing to do as well as on other suggestions and recommendations that may come to the Board.

For the record, Mrs. Praisner indicated she was abstaining because, given the Board's schedule, specifying a time period was not practical. By the end of June would have been acceptable to her.

Re: NEW BUSINESS

Mr. Ewing moved and Mrs. Praisner seconded that the Board schedule a discussion and action on the superintendent's recommendation that the mental health advisory committee be expanded. Dr. Cronin stated that they would accept this and place it on a future agenda.

Re: EXECUTIVE SESSION

The Board met in executive session from 10:40 to 11:30 p.m. to discuss sites, negotiations, and appeals.

RESOLUTION NO. 251-89 Re: BOE APPEAL NO. 1989-2

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-2.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Staff Response to Counseling and Guidance Annual Report
2. Staff Response to Medical Advisory Committee

Re: ADJOURNMENT

The president adjourned the meeting at 11:30 p.m.

PRESIDENT

SECRETARY

HP:mlw