

WHEREAS, Mrs. Steinecke also expanded the operations of MABE to include the legal services association, the group insurance pool, and the workmen's compensation group self-insurance fund as well as taking administrative responsibility for the Green Street Coalition; and

WHEREAS, Under Mrs. Steinecke's leadership, MABE has provided Boards of Education and local Board members quality in-service training, effective legislative support, and information about educational issues; now therefore be it

Resolved, That the members of the Montgomery County Board of Education and the superintendent and staff of the Montgomery County Public Schools extend deepest appreciation to Maureen K. Steinecke for her effective and strong leadership and support to local Boards of Education and Board members.

Re: REPORT ON THE OPENING OF SCHOOL

Dr. Pitt commented that this was an outstanding opening. They had fewer transportation problems, and he commended the Department of Transportation for their efforts. They knew they were going to have difficulty opening Highland Elementary, and they did. MCPS staff came in and worked to get the school open. Mr. Mason Nelson, director of the Division of Supply and Property Management, worked at the school over Labor Day and had suffered a heart attack the next day. He was doing well and should be commended for the outstanding job he and his staff had done.

**Mrs. Praisner joined the meeting at this point.

Ms. Ann Meyer, area 3 associate superintendent, reported that on the first day of school all the members of the executive staff, area directors, central office directors, central office supervisors, teacher specialists, and coordinators visited schools. They toured facilities and greeted new teachers and staff. They found that buildings and grounds were clean, and classrooms were attractively prepared and ready for students. The schools were fully staffed with 382 new teachers. They spent most of their energies giving support to new programs and new teachers. OIPD visited many of the new programs to be sure that supplies and resources were in place. Staff in the schools were enthusiastic about the new copiers. Every elementary school now had a new copier. Dr. Pitt stated that Larry Bowers and the procurement people needed to be commended for this.

The decision had been made in July, and the copiers had been installed prior to the start of the school year. Ms. Meyer reported that in many schools teachers and principals had been in the buildings over the Labor Day weekend to organize the school.

Dr. Philip Rohr, associate superintendent for supportive services, thought that transportation for 60,000 youngsters went extremely well due to the efforts of Meta Calavetinos, acting director of transportation. In addition to the 11 major capital projects, they

had 80 maintenance projects under PLAR which really made a difference in schools. They also moved about 80 relocatable classrooms. They implemented the first year of the asbestos management plans now required and completed 40.

Mrs. Katheryn Gemberling, associate superintendent for instruction and program development, explained that traditionally the coordinators had waited to visit schools. This year they went out when school started and focused on new curricular and instructional efforts. At the elementary level they looked at the Summer Institute for Achievement, and at the secondary level they looked at changes in programs. The response of the coordinators was positive, and they would continue their visits this week. She reported that enrollment at Edison was over the 700 mark, and about 30 percent of the programs were over capacity. Credit should go to the Edison staff, school counselors, and the vocational education people.

Dr. Hiawatha Fountain, associate superintendent for special and alternative education, said they had a routine opening this year. There were two places where they had concerns. The air-conditioning problems at Carl Sandburg had been resolved. Mark Twain had been spruced up, and the students and teachers were proud of their surroundings. The maintenance people had done an outstanding job.

Mrs. Hobbs asked if all teachers had signed contracts, and Dr. Carl Smith, associate superintendent for human services, replied that he assumed they had. Mrs. Hobbs asked if they could hear about the Strathmore and Bel Pre pairing.

Dr. Cornell Lewis, Area 1 associate superintendent, reported that they had a wonderful opening at both schools. He had not received a single telephone call, and he felt the principals and staff had done a tremendous job of organizing and planning and communicating with members of the community. He noted that they did relocate Sherwood High School to Northwood, Sligo to Woodward, and Olney to Brooke Grove. Those relocations went smoothly. Dr. Pitt added that he had visited Bel Pre and Strathmore, and he was impressed with the planning that had gone on there. Both principals were meeting with the team to coordinate services for both schools.

Mr. Ewing said there were some concerns about transportation in the New Hampshire Estates/Oak View pairing. Dr. Lewis replied that they had modified the runs and made additional runs to straighten out the situation to the satisfaction of the people concerned. He felt that the new programs in those schools were going extremely well there. Mr. Ewing indicated that before school started he had heard from many parents about transportation issues, and since the opening of school he had had only one call. The man calling said that he and his wife were now promoting attendance at New Hampshire Estates whereas previously they were doubters.

Dr. Cronin recalled that in at least two schools they used MCPS personnel to get the schools ready. He asked if they recovered those costs from the contractors. Dr. Rohr replied that they would be

back-charging the general contractor. Dr. Pitt added that there were penalties in the contracts for not finishing a school on time. Dr. Rohr explained that this would be over and above their cost because they had a liquidated damage clause in the contract.

Dr. Shoenberg noted that two or three years ago one of the big issues was overcrowding. This was not on the agenda today. While they still had schools with portables, the county had made a considerable effort to correct that situation. He thought that the Board, the County Council, and the county executive should receive due credit for addressing that problem.

Mrs. Praisner complimented staff on efforts to ensure that school openings were as smooth as they were. This year they opened four buildings, and next year they would be opening more. She was concerned that there were always problems that pushed them to Labor Day and overtaxed staff. She suggested they look at what they could do to deal with that including additional staff or short-time additional personnel or changes in procedures. Dr. Pitt replied that the real problem was the time-span available for getting a school built. If they could get 18 months for elementary schools, this would help tremendously. For example, it was going to be difficult to get Kentlands ready.

Dr. Rohr commented that it was not only a matter of construction time. It was a matter of design time and the number of permits they had to get. Mrs. Praisner thought they should look at this and adopt procedures. She suggested they sit down with agencies and get written agreements that processes would change and emergency situations could be recognized. Dr. Pitt replied that they were working very hard on this. Dr. Rohr added that they now had a written agreement with the Fire Department which had been extremely cooperative. They had named an interagency group to develop processes for emergency projects versus routine projects to see if they could get permits processed faster. There were 20 plus agencies that had to sign off on projects.

Mr. Goldensohn complimented all involved in opening schools. He did not get a barrage of phone calls this year. He did get a couple of calls about overcrowded buses which was a temporary situation. He visited Watkins Mill High School where over 3,000 people attended the game. He asked whether they provided additional paid days for teachers opening new schools. Dr. Pitt replied that they did and brought them in early. He noted that they had hundreds of principals, thousands of teachers, and thousands of support services people who took a special interest and pride in what they did. Many people gave time and commitment for which they could never be paid. He thanked these staff members.

RESOLUTION NO. 533-89 Re: COMMENDATION OF MARILYN J. PRAISNER

On recommendation of the superintendent and on motion of Dr. Shoenberg seconded by Mr. Goldensohn, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn,

Mrs. Hobbs, Ms. Serino, and Dr. Shoenberg voting in the affirmative;
Mrs. Praisner abstaining:

WHEREAS, Marilyn J. Praisner is completing her term of office as president of the Maryland Association of Boards of Education; and

WHEREAS, Mrs. Praisner's presidency of MABE is the cap on her service as a two-term member on the Montgomery County Board of Education including two terms as its president and her recent presidency of the National Federation of Urban-Suburban School Districts; and

WHEREAS, Mrs. Praisner brought to MABE the same dedication to quality education that she displayed as a local Board member; and

WHEREAS, Local Boards of Education in Maryland have benefitted from Mrs. Praisner's skilled leadership and personal commitment to the principles of public education; now therefore be it

Resolved, That the members of the Montgomery County Board of Education and the superintendent and staff of the Montgomery County Public Schools extend their deep appreciation to Marilyn J. Praisner for her successful and productive term as president of the Maryland Association of Boards of Education.

Re: FOREIGN LANGUAGE CURRICULUM, K-12

Dr. Pitt said he was very interested in foreign language education. He had recommended and the Board had approved a pilot for three elementary school programs for the next two years. The purpose was to see if they could find a way to move into teaching foreign language at the elementary level across the system as well as the immersion and other special programs. This had to be done in a way that was cost effective.

Mr. William Clark, director of the Department of Academic Skills, stated that this was the ninth academic skills discussion they had had with the Board. Five years ago when Dr. Mimi Met, coordinator of foreign languages, came to the county her first assignment was to write a paper for the Board describing the status of the foreign language program.

Dr. Met reported that at the secondary level eight of the nine languages approved in the PROGRAM OF STUDIES were being offered. The exception was Hebrew. In 1984-85 a little less than 50 percent of the secondary students were taking a language. In 1988-89, it was 55 percent. All high schools and all mid-level schools offered Spanish and French. In addition, 17 high schools offered German or Latin or both. Italian was offered at one high school and Chinese, Japanese, and Russian were offered at several high schools. At the mid-level, a handful of schools offered German and Latin and Chinese was at one school. At the elementary level, they had immersion programs at Oak View and Rock Creek Forest. The partial immersion program at Rolling Terrace had grown from 40 students to 257 students. At the three schools they had well over 600 students enrolled.

Dr. Met indicated that they had five major initiatives in foreign language. They were piloting the new secondary foreign language curriculum for the next two years. This year all mid-level schools were piloting level one of the new curriculum and senior high schools were piloting levels one and two. The following year they would pilot the remaining levels of the curriculum. The new curriculum emphasized what students could do with language, not just what they knew about it. It was organized around ten content areas which they believed most students were likely to find themselves in and have opportunities to use the foreign language skills for real life communication. The curriculum came back to each area each year in ever increasing levels of complexity. They knew exactly what they expected each student to be able to do at each level of instruction. In this way they were able to address articulation much more effectively. They put heavy emphasis on the study of culture and on student-to-student communication. While the teachers had a lot of work to do, they were enthusiastic about the program.

Dr. Met said that the second major initiative was the Grade 3 foreign language pilot. The third was the Chinese through interactive television at Rockville, Wheaton, and Blair high schools. The students and teacher could see one another and communicate with one another. In addition, they had fax machines to send in homework on a daily basis. They hoped to be able to expand foreign language to students in schools where enrollment did not justify adding a separate section.

Another initiative dealt with providing support for the immersion program in terms of training for teachers and instructional guides to support the curriculum. They had received over half a million dollars from the Department of Education to develop these training materials. They were now getting requests for these materials from other school systems in the United States as well as overseas.

Dr. Met reported that they had a two-way program which brought together at risk ESOL students who spoke no English with their Rolling Terrace partial immersion Spanish students. Their goal was to have children learn language from one another. She hoped that the ESOL students and the immersion students would gain significantly from the experience. Dr. Pitt added that this was an area in which they had had discussion with the Hispanic community.

Mr. Dale Fulton, resource teacher at Springbrook High School, stated that in order to prepare students for life in the twenty-first century they had added Russian, Chinese, and Japanese to the traditional languages. Sophisticated technology played an important role in the program and included interactive video and cable television. In addition to the regular offerings, differentiated instruction was available in levels three and four through the honors program. Levels five and six prepared students for the advanced placement examinations of the College Boards, and many MCPS students would receive college credits based on the scores of these tests. In addition, students took the achievement tests of the College Board

for either admission or placement.

Mr. Fulton said that foreign language was a popular elective at the senior high level as a result of many other language opportunities provided for students. There were language clubs to pursue cultural interests outside of the regular curriculum. There were also exchange programs where students attended school and lived with families in another country. They had honor societies which acknowledged the outstanding achievement of language students. They also had students performing community service by using the language they had learned to help others. They had immersion weekends where the student spent the entire weekend speaking the language.

Mr. Fulton reported that MCPS language teachers had always worked to see that students were well prepared to succeed in language study at the university level. However, they believed that foreign language instruction benefitted all students. He believed that the new pilot would enable them to attract more students in the foreign language program. It was designed to enable students to use oral and written language for meaningful and culturally appropriate communication. Through in-service training and conferences, teachers had been preparing to implement the program.

Mr. Fulton said that teachers were continuing to work on Priority 2 in many ways. They were looking at grade distribution by race and sex, and where they found weaknesses they were developing strategies to improve their program. Where they found successes, they were sharing them with one another. They were examining the selection process for the honors courses. They provided support to students through peer tutoring. He was proud of the program at Springbrook High School and the minority participation in that program.

Dr. Met showed a video tape of a Spanish class at Walt Whitman High School to illustrate the new curriculum. The tape demonstrated the active engagement of all students using language to communicate. Ms. Sue Kim, student at Kennedy High School, reported that currently she was enrolled in French 5, Latin 3, and Spanish 2. Last year she had participated in the French exchange program and lived with a French family for three weeks. Last summer she had attended Georgetown University for a college level course. This year she was president of Classical League. When she was in France, she attended school and felt confident in conversing with her family and with students in the school. She was comfortable with the grammar and vocabulary she had learned at Kennedy. She planned to attend Georgetown University for their five-year program with a major in language and a minor in international law. After that, she would like to work at the United Nations. She would not have this dream if she did not have the encouragement of her school.

Ms. Judy Monie, resource teacher at Hoover Middle School, commented that teaching foreign language at a mid-level school was very exciting. Most students did not have the ability to speak the languages they offered, and they had to plan instruction so that by June the students could appreciate their own abilities to use this

new language to communicate. Their goal was to begin modern foreign language both in the spoken and written form. They wanted students to develop a sensitivity to cultural heritage and ethnic differences. Ms. Monie explained that the skills of listening, speaking, and writing were developed on all levels. At the mid-level, they emphasized listening and speaking. Their strategies built upon the social needs of young people 11 to 14. Proficiency based instruction was the guiding principle. They used large group, small group, pair work, cooperative learning, role playing, and video taping. Students could begin their language at Level 1A in the seventh grade and continue to 1B in the eighth grade. This gave students two years to build a strong foundation in the language, and it gave all ability levels of students an opportunity for success. Some schools offered a Level 1GT in the seventh grade and a Level 2GT in the eighth grade.

Ms. Monie said that some mid-level schools offered an orientation to foreign languages which gave students a general introduction to a variety of languages and cultures. This course was taught during a flex or activity period or as a part of an arts rotation. Last year two schools piloted the phenomenon of language course, a sixth grade course which introduced students to basic language concepts with roots in the Latin language and Roman culture. In the two schools, this was offered to every single student in the sixth grade as part of the arts rotation. At Wood, special education, ESOL, and auditory students participated. Last year at Wood they had an Ides of March assembly which was the culmination of interdisciplinary activities. Music and art teachers and the academic teachers participated in the program. She demonstrated an example of an activity using Roman numerals.

Mr. James Fish, principal of Montgomery Village Intermediate School, stated that the Carnegie Council on Adolescent Development in its report, "Turning Points," called upon all those concerned about young adolescents to begin to create a nationwide constituency to give young adolescents the preparation they needed for life in the 21st century. Another goal was to prepare students to be successful participants in a technically based and interdependent world economy. One way to do this was through the study of foreign languages. The mid-level student has a base of academic and world knowledge but was still open to new ideas. The Carnegie report stated, "the student will be able to appreciate and absorb the perspectives of cultures and languages different from his or her own and feel a positive sense of global citizenship." Mr. Fish said they saw this in many countries but not necessarily in the United States. Language study was rarely a subject required of students and was not currently required in MCPS.

Mr. Fish felt that a mid-level student was a perfect learner of another language. He was motivated, creative, and willing to take risks in order to gain what he saw as a valuable skill, the ability to communicate in another language. All students who had the ability to learn had the ability to learn another language. The challenge was to provide them with the experience they needed. He said that new routes were being explored to offer courses that would serve all

students such as the Phenomenon of Language course and the courses for native speakers of Spanish. It was his opinion that all students in mid-level schools should be afforded the opportunity for foreign language study.

In regard to the Grade 3 pilot, Dr. Met reported that they were in the second week of school. She was excited about the level of enthusiasm expressed by the principals, the staff, and the parents. Oakland Terrace offered Japanese, Rock Creek Valley offered Chinese, and Lake Seneca offered Spanish. They had started on the scripts for the television lessons that the Spanish teacher would be using at Lake Seneca. They planned to offer Spanish two days a week through televised instruction and three days a week with in-class instruction from the teacher. They had done training of all the third grade teachers in the pilot schools, and the principals participated as well. She had visited the pilots and believed they were in for a wonderful year and great success.

Ms. Eileen Lorenz, immersion resource teacher, reported that two federal grants had been awarded to Montgomery County. From January, 1987 to June 1991, they would receive over half a million dollars to continue the county's efforts in teacher training and development of French and Spanish guides. The schools benefitting from these efforts were Rock Creek Forest, Rolling Terrace, and Oak View. Eventually the elementary pilot programs would also benefit from these materials. Foreign language programs across and country and in Canada had requested grant materials.

Ms. Lorenz said they were able to conduct an in-depth analysis of job competencies of elementary foreign language immersion teachers. This was the first time anyone had examined and defined the behaviors of successful immersion teachers. In 1987 they used this information in their summer institute and had followed up with workshops during the year. She commented that no college or university addressed the training needs of immersion teachers. Administrators and teachers from Prince George's, Arlington, and the Center for Applied Linguistics had attended the program.

The grants supported the development of teacher guides in French and Spanish for immersion teachers. The fourth category was the development and production of a series of video tapes and print materials to train immersion teachers. They were working with students, parents, administrators, and teachers. The materials had been used to train teachers in Montgomery County, and they had received inquiries about materials from 48 different school systems. In February they were invited by the French government to present one of these training tapes at a conference. She showed the Board a clip from one of the video tapes to the Board.

Dr. Met introduced Ms. Graciela Senger, Spanish immersion teacher from Rock Creek Forest, and three students. The students demonstrated a sample lesson, and the Board members participated in the activity.

Dr. Shoenberg asked if there had been any effort at the high school level to have interaction between the language programs and other aspects of the curriculum. Mr. Fulton replied that there was interaction with the humanities courses, social studies, art, and music. He felt there was a new emphasis on the interdisciplinary approach in high schools. Dr. Met replied that they were using the teaching of reading and writing in foreign languages to help with English language arts.

Dr. Shoenberg inquired about the mesh between mid-level instructional methods and the new high school methods. Dr. Met replied that the high school methods had been heavily embraced by the mid-level schools particularly in group work and the emphasis on using language for real life communication.

Dr. Shoenberg asked if they were having problems with new teacher availability. Dr. Met replied that it was not a problem at the secondary level, but it was a continuing problem at the elementary level. Dr. Pitt explained that they had a problem with the certification of the immersion teachers. They were working with the state on that. Mrs. Gemberling said they were setting up a meeting with state officials and hoped to get state support. Dr. Pitt indicated that he would like to lend his support and communicate with the state superintendent.

Ms. Serino wondered what happened when a teacher was notified that they were not certified. She asked whether they received help from the Personnel Department to get the certification. Dr. Pitt replied that they would have to provide a written answer. They tried to work with the person, but in some cases the requirements were very great. One of the difficulties was passing the National Teacher Exam which was a problem for speakers of another language.

Mrs. DiFonzo asked if there was a charge for the curriculum guides. She also inquired about charges for people from the outside attending programs. Dr. Met replied that there was no cost for attendees from other jurisdictions. The videos were sold at cost, and the instructional guides were made available under the grant. Dr. Cronin asked if MCPS teachers were turned away because of enrollment in the courses. Dr. Met replied that this was not a problem. All immersion teachers wanting to attend had been accommodated.

Mrs. DiFonzo asked whether the auditory students participated in the program at Wood. If they did, she would be interested in knowing how that worked. Ms. Monie replied that one auditory student had taken Spanish, and his interpreter learned Spanish along with him. The student used his spoken language ability as best he could. In the sixth grade course, all the auditory students attended the classes. They had interpreters using American sign and cued speech. The teachers were primarily speaking English, but some Latin was used. One student was an "A" speaker in Latin. With the aid of the teachers and the interpreters they provided an opportunity for those students to experience as much of the language as possible.

Mrs. DiFonzo said she would be interested in knowing the male versus female instructors. For example, were there more female instructors in foreign language as compared to the general teaching population in MCPS.

Mr. Ewing said he was interested in the comment that anyone who could learn could learn a foreign language because he agreed with it. He hoped they were moving towards the time when every student would learn foreign languages, and he hoped they were moving towards a time when they would have some kind of requirement for students to do that. He felt that the three pilots were exciting, and he saw them as an opportunity to introduce language to everyone at an early age and to make a determination in the near future that this was a reasonable thing to do for all elementary school students. In another response it was stated that students taking more foreign languages did better on verbal scores on College Boards. The MCPS scores had been very good in the verbal area, but they were not as good as they were 15 years ago. That was another argument for greater emphasis on foreign language. He asked when they were going to get there and feel comfortable in drawing some conclusions about the elementary pilots.

Dr. Pitt explained that it was his goal as superintendent to provide foreign language instruction for all elementary school youngsters. The question really was cost. The traditional approach would require 200 to 300 additional teachers. The question was to find a cost effective method, and one of the three programs was focusing on that. They had good potential in the technology now with interactive television and video disks. He hoped that they would find a way. The pilots were for two years, and if it looked like there was a way of doing this, he would push very hard for such a program. It seemed to Mrs. Praisner that the new technology would go a long way in resolving some of the questions about staff needs. On the other hand, there were financial implications associated with that. She assumed they had made it a pilot for two years in order to give it an in-depth look. They also had to look at student sustaining interest issues and parent interest and commitment. She also hoped they were moving on interactive television at the secondary levels.

She was concerned about access by students to foreign languages. While it was appropriate to have Spanish and French available at all high schools, she thought they had to move well beyond that. For that reason, she thought it was important to expand the Asian language offerings. She asked about how they were evaluating what they were doing this year so that students in other schools had these opportunities.

Dr. Pitt replied that the data was there. They had good basic research data on interactive television. They had hooked up five high schools, and they were looking at hooking up all secondary schools. Once that was done, the potential was there. He was amazed that they got the Chinese off the ground this semester. The state was supporting their efforts. The challenge at the elementary level was much more difficult because of the numbers of elementary schools.

It seemed to Mrs. Praisner that it was not only a question of the numbers of schools but also the school day. She was interested in visiting the pilots and asked staff to contact the Board Office to set this up. She asked about opportunities for teachers around the county to interact with each other as a group and training for those teachers. She wondered about how the characteristics for successful immersion teachers differed from the characteristics for successful traditional foreign language teachers. She asked whether these characteristics were being transferred and used with other than immersion teachers.

Mrs. DiFonzo asked about indications that youngsters were trying to transfer into the schools to take advantage of the pilots. In one school there were three transfers in, and in another school parents had decided to stay in the school rather than transfer to a magnet school. Mrs. DiFonzo noted that at the secondary level a request for a particular language was not enough for a transfer to another school. She wondered about transfers to an elementary school to take advantage of the foreign language. Dr. Pitt explained that if there were space available, fine. However, this was a pilot program and an experiment. The purpose of the pilots was to see if there was a way to transfer this to all elementary schools. It should not be viewed as an opportunity for transfer. Dr. Cronin pointed out that it gave them an opportunity to satisfy language needs in an area where people might not be able to get to other language programs.

Mrs. Gemberling invited Board members to visit the CESC at 11 a.m. to see the interactive language program. Dr. Cronin thanked staff for their presentation.

Re: EXECUTIVE SESSION

The Board met in executive session from noon to 1:40 p.m. to discuss personnel and legal issues.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. James Morrisette
2. Lyn Raabe
3. Lynne Bulhack
4. Sheila Hargis
5. Louise Amsterdam
6. Shirley Woolston
7. Shirley Kennard

RESOLUTION NO. 534-89 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

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

COG

Y58103 Diesel Fuel for School Buses

AWARDEE

Phoenix Petroleum Company \$1,213,611*

89-95 Occupational Therapy and Physical Therapy - Extension

AWARDEE

Polcari Therapy Services, Inc. \$ 245,000*

116-88 Uniforms - Extension

AWARDEES

A-1 Uniforms \$ 24,153

Angelica Uniforms 29,845

Fashion Seal Uniforms 4,623

Suburban Uniform Company 21,633*

Wear-Guard 56

TOTAL \$ 80,310

171-88 Soft Pretzels - Extension

AWARDEE

Glenco, Inc. \$ 26,822

17-89 Vehicle Maintenance and Service - Extension

AWARDEE

Fleetpro, Inc. \$ 118,958

187-89 Art Equipment

AWARDEES

Adcom, Inc. \$ 2,420*

Brodhead-Garrett Company 41

Chaselle, Inc. 45,017

Cutter Ceramics 11,175

Dawn's Office Supply Company 73*

James-Howard Company 722

TOTAL \$ 59,448

188-89 Instructional Microcomputer Equipment

AWARDEES

Apple Computer, Inc. \$ 650,000

Computerland Mid Atlantic 4,956

Landon Systems Corporation 6,413

Major Educational Resources Corporation 6,069

	TOTAL	\$ 667,438
2-90	3/4 Ton Van AWARDEE JKJ Chevrolet	\$ 27,676
4-90	Classroom Furniture AWARDEES Baltimore Stationery Company Douron, Inc. Glover School and Office Equipment, Inc. Jakanna Woodworks, Inc. Systems Furniture Gallery, Inc.	\$ 8,904 682,885 260,569 27,746* 15,000
	TOTAL	\$ 996,104
14-90	Early Childhood and Kindergarten Equipment and Supplies AWARDEES Chaselle, Inc. Childcraft Education Company Community Playthings Constructive Playthings Creative Publications Cuisenaire Company of America, Inc. Educational Teaching Aids J. L. Hammett Company Kaplan School Supply Corporation Nasco	\$ 7,202 7,291 60,883 1,775* 97 86 2,948 274 2,542 4,022
	TOTAL	\$ 87,120
21-90	External CD Rom Drives for Media Centers AWARDEE Ebsco Subscription Services	\$ 25,200
22-90	Transporting Handicapped Students AWARDEES Barwood, Inc. Montgomery County Taxi, Inc. Silver Spring Taxi	\$ 7,728 49,742* 23,268
	TOTAL	\$ 80,738
	TOTAL OVER \$25,000	\$3,627,425

*indicates MFD vendors

RESOLUTION NO. 535-89 Re: BID No. 1-90, LEASE/PURCHASE
PHOTOTYPESETTER

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

WHEREAS, The Board of Education of Montgomery County advertised Bid No. 1-90 to lease/purchase a phototypesetter for use in producing countywide school system publications; and

WHEREAS, Lynotype Company is the lowest responsible bidder conforming to specifications for the equipment; and

WHEREAS, Signet Leasing and Financial Corporation is the lowest responsible bidder conforming to specifications for the financing of the equipment through a two-year lease/purchase arrangement at preferred municipal financing rates; now therefore be it

Resolved, That the Board of Education award a contract of \$46,084 to Lynotype Company for the purchase and maintenance of a phototypesetter, and a contract of \$1,576 to Signet Leasing and Financial Corporation for the financing of a two-year lease/purchase of a phototypesetter under the terms and conditions of specifications in Bid No. 1-90, in accordance with Section 5-110 of Maryland's Public School Law; and be it further

Resolved, That the Board of Education president and the superintendent of schools be authorized to execute documents necessary for this transaction.

RESOLUTION NO. 536-89 Re: BID NO. 171-89 - COPY MACHINES

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

WHEREAS, The Board of Education on July 11, 1989, approved an award for Bid No. 171-89 to Eastman Kodak Credit Corporation for 123 copy machines, with a provision for additional copy machines in the future, on a five-year lease/purchase agreement with preferred municipal financing rates; and

WHEREAS, It is necessary because of the preferred financing rates for the Board of Education to authorize a master lease/purchase agreement for the purchase of additional copy machines in accordance with the terms and conditions of the bid specifications; and

WHEREAS, The Board of Education will from time to time receive additional requests to lease/purchase other equipment under this arrangement depending upon appropriated funds; now therefore be it

Resolved, That the Board of Education authorize the use of the master lease/purchase agreement with Eastman Kodak Credit Corporation for the acquisition of 10 additional copy machines at \$132,454.00 during this fiscal year under the same terms and conditions contained in Bid No. 171-89, Copy Machines, in accordance with Section 5-110 of Maryland's Public School Law; and be it further

Resolved, That the Board of Education president and the

superintendent of schools be authorized to execute the documents necessary for these transactions.

RESOLUTION NO. 537-89 Re: CABLE TV/TELECOMMUNICATIONS NETWORK
INSTALLATION AT VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids for cable TV/telecommunications network installations were received on August 30, 1989, for Brooke Grove and Cloverly elementary schools and Ridgeview Intermediate School:

SCHOOL	BIDDER	BID
Brooke Grove ES	B & L Services, Inc.	\$17,800.00
	Halstead Communications Corp.	22,581.42
Cloverly ES	B & L Services, Inc.	9,200.00
	Halstead Communications Corp.	11,078.66
Ridgeview IS	Halstead Communications Corp.	13,698.54
	B & L Services, Inc.	15,400.00

and

WHEREAS, The low bidders were within staff estimates of \$22,000, \$12,000, and \$16,000, respectively, and meet all requirements and specifications; now therefore be it

Resolved, That a \$27,000 contract be awarded to B & L Services, Inc., for the installation of cable TV/telecommunications networks at Brooke Grove and Cloverly elementary schools; and be it further

Resolved, That a \$13,698.54 contract be awarded to Halstead Communications Corporation for the installation of a cable TV/telecommunications network at Ridgeview Intermediate School.

RESOLUTION NO. 538-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED
PROJECT FUNDS FOR TEACHER TRAINING IN
SUPPORT OF THE MARYLAND EDUCATION
PROJECT

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

Resolved, That the superintendent of schools be authorized to receive and expend an award of \$1,200 within the FY 1990 Provision for Future Supported Projects from the Maryland State Department of Education for implementation of MEP Phase III training at Monocacy and Damascus Elementary Schools in the following categories:

CATEGORY	AMOUNT
----------	--------

2	Instructional Salaries	\$1,104
10	Fringe Benefits	96

	TOTAL	\$1,200

and be it further

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

RESOLUTION NO. 539-89 Re: FY 1990 SUPPLEMENTAL APPROPRIATION FOR
CONTINUATION OF PROJECT HIGH HOPES AT
MONTGOMERY BLAIR HIGH SCHOOL

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1990 supplemental appropriation of \$51,427 from Montgomery College, administrative entity for the Montgomery County Private Industry Council (PIC), for continuation of a career awareness program for economically disadvantaged youth (Project High Hopes) at Montgomery Blair High School, which is a federal Job Training Partnership Act (JTPA) project that is funded through the Maryland State Department of Education, and this appropriation will be used in the following categories:

CATEGORY	POSITIONS*	AMOUNT
2 Instructional Salaries	1.0	\$36,527
3 Instructional Other		3,500
7 Student Transportation		600
10 Fixed Charges		10,800
	---	-----
TOTAL	1.0	\$51,427

* .5 Teacher, A-D (10-month)
.5 Instructional assistant, grade 10 (10-month)

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. 540-89 Re: FY 1990 SUPPLEMENTAL APPROPRIATION AND
 CATEGORICAL TRANSFER WITHIN THE
 MARYLAND'S TOMORROW PROGRAM

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

Resolved, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1990 supplemental appropriation of \$128,757 from Montgomery College, administrative entity for Montgomery County Private Industry Council, of which \$115,347 is state and \$13,410 is federal JTPA funds, for the Maryland's Tomorrow program in the following categories:

CATEGORY	POSITIONS*	AMOUNT
2 Instructional Salaries	3.0	\$ 92,342
7 Student Transportation		19,228
10 Fixed Charges		17,187
	---	-----
TOTAL	3.0	\$128,757

- * 1.5 Teachers, A-D (10-month)
- 1.0 Counselor, C-D (10-month)
- .5 Office assistant, Grade 9 (10-month)

and be it further

Resolved, That the superintendent of schools be authorized to effect within the FY 1990 Maryland's Tomorrow program the following categorical transfer in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
2 Instructional Salaries		\$2,629
3 Instructional Other	\$2,629	
	-----	-----
TOTAL	\$2,629	\$2,629

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. 541-89 Re: REQUEST TO REALIGN FEDERAL AND LOCAL
 FUNDING FOR CHAPTER I AND EDUCATION FOR
 ALL HANDICAPPED CHILDREN PROGRAMS

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

Resolved, That the Board of Education amend Table C, Programs Financed Through Federal, State, and Private Agency Grants or Matching Funds in the FY 1990 Operating Budget to reflect \$372,997 less in Category 2 -- Instructional Salaries as the result of lower-than-projected federal revenue for the Chapter I program; and be it further

Resolved, That the Board of Education amend Table C in the FY 1990 Operating Budget to reflect \$432,787 more in Category 4 -- Special Education as a result of higher-than-projected federal revenue for the Education for All Handicapped Children program; and be it further

Resolved, That the Board of Education request authorization from the County Council to expend an additional \$372,997 in county funds for the Chapter I program and \$432,787 less in county funds for the Education for All Handicapped Children program; 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. 542-89 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Dr. Shoenberg seconded by Mrs. DiFonzo, 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. 543-89 Re: PERSONNEL REASSIGNMENTS

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

Resolved, That the following personnel reassignments be approved:

NAME	FROM	TO
Joanne Bartlett	Office Asst. II Div. Supply/ Property Management	Position to be determined Assignment to be determined Will maintain salary status To retire July 1, 1990
Margaret Cox	Classroom Teacher Churchill HS	Instructional Asst. Meadow Hall ES Will maintain salary status To retire July 1, 1990

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. Pool's family.

RESOLUTION NO. 546-89 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Joy A. Frechtling	Acting Director Dept. of Educational Accountability	Director, Dept. of Educational Accountability Effective: 9-13-89

For the record, Mr. Ewing stated he supported Dr. Frechtling's appointment strongly because he had the highest regard for her capabilities and performance. At the same time, the position was not competed and should have been. He felt that positions like this should be competed. Dr. Pitt explained that normally they did have competition. In this case, because the person had been acting and because of the characteristics of the position and the availability of people, they made a decision not to go with advertising.

RESOLUTION NO. 547-89 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Robin Confino	Resource Counselor John F. Kennedy HS	Administrative Asst. Office of Instruction and Program Development Effective: 9-13-89

RESOLUTION NO. 548-89 Re: PERSONNEL APPOINTMENT

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

Resolved, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
-------------	------------------	----

and was a priority. The difficult areas were not so much things like roads and drug efforts, as they were the coordination of those services to individual students. The particular difficulties were dealing with individual parents of students when children had difficulties. It was a problem of everyone having the same information and conveying the same information and trying to eliminate areas of overlap and facilitating individual cases. People in the schools should know the services that the county provided, and people in the county should know the kinds of things they should expect from the schools. It seemed to him that this was the area on which they should focus.

Dr. Pitt agreed and said it was the idea of using personnel in a flexible way and giving up a little bit of turf. He did not think they would get to first base on that until the day the county executive said, "do it." He thought the school system was ready to do some of those things, but they had to have help from the other side. Dr. Vance added that there had been some promising initiatives in that area. Last week he had seen a draft of a proposed reorganization of social services. The county government had sought Dr. Vance's views on this issue, particularly on services to emotionally impaired youngsters and at risk youngsters. Dr. Cronin commented that the issue of turf had been a long issue, and by forming this group they might be able to give up this.

Mr. Ewing agreed that the notion of a committee to coordinate the committees was not one he found attractive. What they were looking for was much more than that. They were looking for more than a commitment to have another bunch of meetings. He was not sure he was comfortable with what they had here because it did not convey what the issues were. They were, indeed, the issues that Dr. Shoenberg had raised. This might go to the fundamental issue of what the school system was prepared to do versus what the county government was prepared to do to deal with some of the issues they had in past thought were not the school system's to deal with. However, in practice, MCPS had often dealt with these issues. They did have a number of really good models of interagency cooperation such as RICA with the state and Head Start with the health department and social services. In the past, prior to a Board decision, they had had county services available in a school facility at Piney Branch which was very successful. A great number of parents looking for services for their children were received by the schools, and the schools told them there were services in Rockville or Silver Spring. However, the parents had no way of getting to those county services. He thought the schools should consider asking the county government for space to place social and health services for children in need in school buildings, perhaps in every cluster. He thought that unless they began to think about some major changes in the way the school system and county government reviewed their responsibilities they would not get anywhere with just another committee. He suggested they needed to make a list of the things that were working well and a list of things that were not working well because students were not getting services. They had to think of a range of possible solutions including the radical one of the school system playing a different role. They might have to go back to the time when they had a lot of

social workers in MCPS. He felt they had to raise the major issues and not just the issue of "let's cooperate."

Dr. Cronin said he did not think that anything they planned was at odds with Board comments. The paper stated that they planned to strengthen working relationships to address critical needs of families and children. He would take today's remarks into the meeting with Mr. Kramer and Mr. Gudis and come out of it with the kinds of commitments they were looking for.

Mrs. Praisner thought they needed to go into the meeting with something other than just an overall proclamation of unity and commitment. They had to go in with a review of some specific suggestions and a review of important areas. The school system had to establish its priorities in addressing these issues with the county government. About six years ago they had proposed the county government spend some money and build facilities for day care centers in school buildings. They had built a lot of schools since then, and they continued to hear about day care. They heard about community space. They had county government centers being built around the county, and she wanted to know where the school system was within those centers. She supported the remarks made by Mr. Ewing and Dr. Shoenberg about wanting more specifics.

Dr. Pitt recalled that he had negotiated the RICA agreement. He had gone to the state secretary of health who had directed his people to work together with the school system. He indicated that they would like to hear the county executive and the president of the Council say, "let's start exploring these ideas." Unless someone expressed a commitment, nothing would happen. He thought they were willing to work in that direction.

Mrs. DiFonzo did not see a reluctance on the part of the school system to do what needed to be done. However, it was incumbent upon everyone to recognize that whatever additional services were taken on by the school system, there were attendant costs. If MCPS took on additional counseling, social services, and health services, there would be a cost attached. Dr. Shoenberg agreed that the problem they ran into was bookkeeping. It was both a budget bookkeeping and a bookkeeping as far as the way in which people spent their time. MCPS had a primary mission and tried to keep focused on that mission, and some of these issues seemed to be somewhat peripheral to their primary mission. He thought it was necessary for the people appropriating the funds to start thinking in some different ways. The things they had talked about today were important to the job of the school system, and they had to think about those things as being part of their budget in a rather different way or put them outside of the MCPS budget.

Dr. Cronin thought that the meeting was one way to get people moving in that direction. For example, if the health department got more school aides, MCPS would testify for their budget. Dr. Shoenberg commented that the Board was asking Dr. Cronin and Dr. Pitt to take some of these messages along with them.

Mr. Ewing hoped that the executive and Council would acknowledge in a public way that unlike 10 years ago when there was a Takoma Park-East Silver Spring Commission comprised of Board members and Council members to coordinate services for poor people, that had changed and there were more poor people. Sometimes in the interests of promoting economic development the rosy pictures of the county obscured the fact that they had some serious problems to deal with. The problems needed to be acknowledged, and there had to be an acknowledgement that it would take money to solve these problems. It would take an acknowledgement that the problem was there, was serious, and would not go away unless they dealt with it collectively. They could not solve social problems without money. They had to make sure that Mr. Kramer and Mr. Gudis acknowledged that there were costs involved. Dr. Pitt thought that they could utilize their resources better. For example, there might be three or four parties dealing with a family. In the state, there was focus on the idea of bringing to the school or the community one case management person. The case worker might be a school system employee or a social services person. It was being tried in Prince George's under a state grant and in Baltimore City. He felt they were in a good position to look at refocusing services and concentrating services in a sensible way. Dr. Cronin stated that they would approach Mr. Kramer and Mr. Gudis with the views expressed by the Board.

Re: CONSULTANT CHARGE FOR EXTERNAL REVIEW
OF THE MCPS MINORITY STUDENT ACHIEVEMENT
PLAN

Dr. Pitt explained that the first part was to develop a charge that the Board would agree to and then come in with a plan for how they would select the consultant or consultants. Staff had developed a draft charge for Board review.

Mr. Ewing suggested that the charge ought to be preceded by a more general question as follows: "Are the present actions designed to implement the plan likely to bring about the major improvements we seek?" He thought this was important because it raised the question not merely of marginal adjustments but whether or not in the judgment of the external evaluators that they were on the right road. As the maker of the motion, he felt they should get as objective a statement from the outside consultant as they could. The fundamental question was whether they were doing the right thing and was it likely to work. If they asked that, then the other questions were okay. He suggested that they should ask whether they ought to make any fundamental changes or additions to the plan rather than asking whether or not they ought to strengthen the content of the present plan.

Mrs. Praisner indicated that she had the same sort of comment. The questions seemed to imply that the plan could be adjusted on the edges rather than asking if anything could be deleted, changed, or modified. Dr. Pitt agreed with the suggestions. It was his intent to look at the plan to see if it was going to meet the goals of what

they were trying to do and how it ought to be changed, strengthened, or done away with if there was a better plan.

Dr. Cronin cautioned that they were not asking a consultant to present them with a clearly definitive way to address minority education. There were so many different directions it could go that this would be an impossible task.

Dr. Pitt commented that developing the charge was relatively easy. The next part was how they went about selecting people. He would redraft the charge and send it to the Board for their comment. The next discussion of the selection process would be in executive session on September 25.

Dr. Shoenberg remarked that they had been struggling with the problem of what it was they were going to take as evidence of achievement and what constituted achievement. The consultant was going to have to grapple with that before he could grapple with the specific question of minority students. They had been told over and over again that what they were using as measures were not things that teachers and principals saw as reasonable measures of achievement in terms of what they were doing.

Dr. Pitt reported that there were national groups looking at this whole area. The bottom line nationally and on the state level came down to some form of testing. The Sondheim Commission report was an example of a positive effort to try and get at the business of accountability, but again they got into what they used to measure it. Dr. Shoenberg replied that he and Mr. Ewing had talked about the notion of visiting teams for individual schools to look at the product rather than the process. Dr. Pitt commented that the problem with that was no matter what they said, there were people using other measures including SAT scores and CAT scores. Until they found some way of eliminating the dependence upon normed data, they would not get beyond discussion at the Board table. Dr. Shoenberg suggested that the way to get beyond this was to get a group of people to devise other ways of dealing with the problem.

Mr. Ewing hoped that the consultant would confront that issue and other issues and give the best judgment the consultant could. The Board had wrestled with the measurement problem to no avail. They were probably at a good point to ask somebody else to grapple with it and talk about the issue with the Board. It was his view that it was time for them to develop a set of measures other than standardized tests. He hoped that the consultant would agree with him. Dr. Pitt did not disagree, but he thought they should have this discussion after the consultant came in.

Mrs. Praisner did not think that anyone disagreed. The superintendent had proposed having a consultant and the Board had agreed because they were willing to admit that they didn't know everything and there might be others who could provide assistance and support. They should let the process take its course.

Dr. Shoenberg suggested that it might be a good idea to start simultaneously with the consultants another group to look at other sorts of measures that they might use in gathering data. Dr. Pitt reported that they were in the process now of looking at some other approaches, and he thought they would have more discussion when they talked about consultant selection. It seemed to Mr. Ewing that Dr. Shoenberg was suggesting it was time to think about another set of measures or an additional set of measures. Dr. Shoenberg explained that it was not just measures but ways of measuring. He wanted to ask what it was an experienced school person was going to look for when he or she walked into a school. What were the signs of student achievement? Once they had defined that, they needed to know how they could translate that into some kinds of measures that had objective credibility to people outside the school situation.

Dr. Pitt agreed that they would come back with a plan when they wrote this up. He noted that they were not just talking about minority students. They were talking about all students when they looked at ways of measuring student progress. Dr. Vance said that in the meantime their goals were in place and they continued to focus on raising test scores particularly for black and Hispanic youngsters. It was important that a mixed message not get out at the start of a new school year.

Mr. Goldensohn had no problem with the statements already made, but he wanted some assurance that there were consultants who could do this kind of job and do it effectively. He also knew that there would be costs involved. Dr. Pitt replied that as part of the next step they would have cost estimates. Their next focus would be on how they went about selecting the consultants, and he would try to answer Mr. Goldensohn's questions then. Mr. Goldensohn said he would not feel at ease until he grasped the practicality of what they were going to do and the likelihood that they were going to get concrete results. Dr. Pitt replied that all they could do was to make their best effort.

Dr. Cronin thought that the definition of minority student had to be broadened to include Asian students. He pointed out that Priority 2 discussed minority students, not black and Hispanic. Dr. Pitt explained that when Priority 2 was established the focus was on students achieving the least in MCPS. Those were black and Hispanic students. The focus of Priority 2 was on black and Hispanic youngsters. Priority 1 talked about the achievement of all students. He strongly advised that they not change the focus of Priority 2 from the place where they had groups of students who were not achieving. Asian and white students, as a group, were achieving at a higher level than Hispanic and black students, as a group. This was the concern. If they broadened that, they would change the focus of Priority 2, and they had spent a major effort on that priority.

Mr. Ewing agreed with Dr. Pitt as to where they were. He thought the record was very clear on this issue. If they wanted to change this now, it would be a policy change. Dr. Cronin reported that under "New Business" he would move that the policy be changed to include

Asian students. It seemed to Mr. Ewing that his resolution and that of Dr. Cronin had been postponed in order to get the advice of the consultant. To change policy at this juncture would be a reversal. Dr. Cronin did not agree that they had a policy which said they addressed black and Hispanic students. They had a policy that said they addressed minority education, and he believed that minority education included Asian education. Board members suggested that this discussion continue in the context of a new business item. Dr. Pitt stated that he wanted to be clear that they were talking about two different issues here. They had an obligation to work with underachieving and overachieving students. He did not think they were saying that they did not have any obligation to do the best they could with every group of youngsters they had. That was their goal and Priority 2 focused on that directly.

Re: ISSUES RELATED TO ESOL STUDENTS

Dr. Richard Towers, director of the Department of Alternative and Supplementary Education, stated that while they were proud of the accomplishments of staff in this program, they realized there was a great deal more to do. There were points in Mr. Ewing's memo that he wanted to respond to. They were concerned with keeping up with rolling enrollment, the changing characteristics of their enrollment, the increased impact on the middle school, and helping classroom teachers to integrate ESOL youngsters into the mainstream. They also wanted to strengthen early childhood programs because they were seeing more and more children at those early years. They would have specific requests when it came to budget time.

In regard to assessment of the extent to which schools were integrating youngsters and meeting their needs, Dr. Towers called attention to the criteria in the report. They were circulating this to school staff to give them the views of the schools on how well they were doing and what resources were needed. They had been talking with DEA about putting together a more formal mechanism for assessment.

Dr. Towers reported that he and Mrs. Maria Schaub, director of the Division of ESOL/Bilingual Programs, had met last spring with representatives of various county agencies to alert them to growing concerns about social and emotional problems with ESOL students and their families. Counselors reported suicide-related issues, pregnancy issues, dysfunctional families, and the increase in requests for counseling services. They had talked with the county about strategies for referrals, for cooperation, and for resources needed in the county budget. This fall there would be a follow-up meeting on these issues.

Mrs. Schaub commented that what was happening in the MCPS reflected what was happening in the county. She highlighted some of their efforts including two new intensive English language centers and the

introduction of basic skills classes in math and reading. They were seeing more children with little or no schooling, and they needed special kinds of classes to help them. The summer school classes for the functional tests had been extremely well received and had a good success rate. As part of their outreach to the community, they had developed video tapes in several languages and focused on issues identified by a particular linguistic community. Dr. Pitt suggested that they needed more work in this area in order to communicate with parents. There was also a need to offer training in parenting skills to focus on at-risk children at an early age.

Mrs. Schaub noted that the executive staff had been meeting with the Hispanic community. They had gained insights into the needs of the Hispanics that were useful to MCPS. Dr. Pitt indicated that these meetings would be expanded to the Asian community as well.

Mrs. Schaub reported that they were piloting a program at Rolling Terrace where they were teaching Hispanic first and second graders to read in Spanish first. Research had shown students transferred their reading skills in their native language to reading skills in English. They had established two new centers, one at Magruder and one at Sherwood. Despite the new centers, they were still facing growing enrollments and were concerned about the greater needs of students now enrolling. They were working on a better method of forecasting numbers of students. Dr. Pitt added that over the next two years they estimated as many as 2,000 refugee children would be coming into the school system.

Dr. Towers indicated that in many situations the parents had been working in this country and were now able to send for the children. In many instances these families had been apart for five or six years, and there were difficulties in blending the families. They were seeing double and triple the number of cases from their bilingual counselors. They had asked the county to hire more bilingual and bicultural social workers to deal with these growing numbers. Mrs. Schaub remarked that in some cases the parents now had younger children who had been born in this country but still did not speak English. Last year about 350 of these students enrolled in MCPS. Dr. Towers reported that almost 70 percent of these were Hispanic children, and they were now approaching a 30 percent Hispanic enrollment in Head Start. These children did not have to go through the International Students Admissions Office because they were citizens.

Mrs. Schaub stated that at the middle level they were concerned because the child received at the most one or two periods of ESOL, and principals felt that needs were much greater. These students needed basic reading and math, and they might have a 14-year old who had no idea of the concept of addition. Another area was support for staff involved in mainstreaming. Staff needed training in cultural awareness and how the values in a society affected children in school. In some cases the children had had traumatic experiences in their home countries, and teachers had to be prepared to deal with this. Teachers had to make an effort to find out about the children

and make classroom accommodations. Teachers also had to be realistic about what these children could do and develop a positive outlook toward these students.

Mrs. Schaub said another concern was early childhood education because they were not really sure of the numbers out there. Last year they did a bilingual child find clinic and had over 100 referrals. Many parents did not know about available services and how to get to these services. Many of the parents did not have the skills to stimulate their children intellectually and to provide the preparation they expected of children coming into school. They would continue to work with the PTA on programs, and she reported that the Area 1 PTA Delegate Assembly would be devoted to ESOL issues this year.

Mrs. Schaub explained that another recommendation was to assign ESOL students to one counselor. It took longer to work with ESOL students at the high school level because of enrollment and communication issues. They had found that if these students were scattered among counselors they did not make use of the counselor at all.

Dr. Pitt reported that during their meetings with the Hispanic community several good ideas had surfaced. One was a hotline and the other was a simplified form in several languages for free and reduced price lunch. He said that while there were insignificant costs here, other recommendations had significant costs attached.

In regard to counselors, Mrs. DiFonzo asked if they would run the risk of overburdening the counselor with the ESOL students or of creating hard feelings by assigning more students to the counselor with the non-ESOL students. Dr. Towers replied that this would require a reduced ratio for the counselor to do the job. That did not mean they would take the extra students and assign them to another counselor. This was one of the things with budgetary implications. Mrs. DiFonzo asked that this issue be noted for the operating budget discussions. She inquired about the financial impact of implementing this recommendation on the schools in terms of providing additional counselors so as not to overburden others. Mr. Ewing recalled that the Board had made money available for elementary schools where the proportion of ESOL students was substantial. However, ESOL students returning to the regular classroom had an impact on the middle level and high schools. He asked what had been done to deal with that question. He also stated that they had become identifiers and advocates for meeting the needs of students beyond their educational needs. He asked if they found services after talking to students and parents or if they referred the parent to the service. Mrs. Schaub replied that they were working with curriculum people to develop some bridge classes because students exiting ESOL had minimum English competency.

Dr. Towers explained that when a student had problems the school counselor might deal with the situation or ask the assistance of a bilingual counselor. In most cases it was a question of interaction with the home, and counselors with language abilities spent hours

making contact during the evening or on the weekends. Mrs. Schaub did this herself. They were trying to keep the county informed about the services needed. The county had emergency shelters, a hotline, and social workers, but they did not have enough people who were bilingual and bicultural. They had been meeting with the county officials and offering the support of the school system. However, MCPS staff continued to work with parents and students because they were concerned and able to help. However, they needed long-term professional help in the form of bilingual, bicultural social workers, case workers, and people in county agencies. Mrs. Schaub agreed that the counselors and parent service workers were taking the brunt of this. They volunteered to be available during the evening and on the weekend because they cared.

It seemed to Mr. Ewing that while they defined their mission as education, their staff performed many other services because students needed the services. However, they were not staffed to do this and no one heard from them enough about what they were doing that wasn't in the budget. He suggested that when they got to the budget they know what they were doing and how much of it was appropriate for them to do. Dr. Pitt agreed that they were not staffed to do this work, and he was not sure they should be staffed to do it. However, they had a conscientious staff that made the effort when people needed help. He agreed they needed to gather the data to show the help needed from social services. The effort had to be made to get the support to people in a coordinated way. This was the issue for the 1990's. For example, if a child was hungry, that child had to be fed before he could be educated. The question was who should do this and should this be the role of the school system. One thought was to have social services in the schools, but supported by other agencies. As he talked to other superintendents, this was the major issue being faced by schools across the country.

Ms. Serino noted that one recommendation was to involve high school students in working with younger LEP students. She hoped that staff would explore this as soon as possible because it didn't have a budget impact and students would be willing to volunteer.

Mrs. Praisner inquired about appropriate materials for ESOL staff given the growing demands and changing population and also about opportunities for ESOL staff to interact with each other. She asked about programs available for staff as professionals in the system to acquire skills and resources needed as a group. Mrs. Schaub replied that at the centers they did have departmental meetings regularly. She met with the resource teachers monthly and tried to address issues from current research to sharing of ideas. In many cases there was only one ESOL teacher in a school, and these meetings provided them with an opportunity to meet with colleagues to discuss different approaches. It seemed to Mrs. Praisner that the ESOL teacher was dealing with the same students that the rest of the teachers were dealing with. It would be appropriate to work on strengthening the ownership of the entire school community for those "schools" within that school. It would be useful to identify steps to strengthen that total school acceptance especially at the

elementary school level.

Mrs. Praisner asked about the interaction of ESOL staff with instructional staff. Dr. Hiawatha Fountain, associate superintendent, replied that there was more interaction and it was getting better. Mrs. Praisner inquired about the timeline for the next steps listed in the report.

In regard to materials, Mrs. Praisner asked if they had a list of materials available in various languages that was supplied to every school so that the schools would know about the availability of these materials. She asked whether they had a goal of translating the materials they felt it basic for parents to receive. This might be general information about the school system or an explanation of a record card. Mrs. Schaub replied that a few years ago they surveyed principals to identify the most critical things they wanted to send home. The list would be made available to the Board. In addition, they were producing video tapes in different languages dealing with issues from child find to report cards. They had just completed a tape on orientation to MCPS which was in several different languages and was available at the Rockinghorse Road Center. In addition, they had a parent services newsletter which went out to parents who did not go through Rockinghorse. Dr. Towers thought they hadn't really made an effort to make sure people knew about these materials. Dr. Pitt agreed that they would make their own staff more knowledgeable about these resources.

Mrs. Hobbs inquired about attendance at the Adult Education ESOL classes. Dr. Fountain replied that these classes were always at capacity which was 25 to 30 students per classroom, and in addition they had expended the number of classes and locations. The problem was finding more instructors.

Dr. Cronin asked if they limited caseloads of bilingual staff to ESOL students or made them available to all students. Dr. Fountain replied that they made them available to everyone. He reported that the psychologists were trying to catalogue their own skills so that a person with a particular skill could be called upon when there was a need. Dr. Pitt reported that they tried to concentrate their bilingual staff where they had a large number of students needing that support, but they did not limit a person's services to ESOL students. It seemed to Dr. Cronin that if they hired staff with particular language capabilities, they ought to be concentrating their services in those particular languages.

Mr. Ewing asked if they saw a need to change the ratio for the regular ESOL program which had remained fairly constant over the past 10 years. In view of the changing demographics, he wondered whether they should expect ESOL teachers to handle as many students as they now expected them to handle. Dr. Fountain replied that as they had discovered gaps over the years they had filled these with various programs. If students had complicated needs, they were put in separate programs. It was his conclusion that the current ratio for the regular ESOL teacher was okay. Mrs. Schaub thought that this was

an issue to consider when they looked at services in the middle level.

Dr. Shoenberg pointed out that the ESOL population had increased by 50 percent, not the 33 percent in the report. He noted that they had established special programs for students with needs, not just in ESOL but in other areas. He said that the Board would be considering a motion on the possibility of establishing weighted enrollment, and he observed that they already dealt with these problems by establishing special kinds of classes. He asked for additional information on the bridge classes. Mrs. Schaub replied that this program was just beginning. At the high school level, students in ESOL were just learning the language. They were not learning about literature, and they hoped that the bridge class would give them some of these skills before they went to the regular English class. The students would probably be in the bridge program for one semester, and staff was going to look at a successful model established by one school.

Dr. Cronin asked if there were qualitative differences between the ESOL needs of Hispanic students and those of Asian students. Mrs. Schaub replied that in some cases the needs of Hispanic and Asian students were similar. Dr. Cronin explained that he was referring to the fact that Spanish was closer to English than the Asian languages which were pictographic as well as sound based. Dr. Pitt explained that the major issue was the background of the child, not the language. A child might come to MCPS with no schooling or with six or seven years of schooling. Dr. Towers explained that transfer of learning was not a problem with the different systems based on different fundamentals as it was in terms of previous schooling. If the child had schooling in his or her native language, he or she would make the transfer to English a lot easier. Mrs. Schaub added that if the child knew the sound/symbol relationship in their own language, they would transfer that to English.

Dr. Fountain commented that the national thrust was on interagency collaboration on a lot of different fronts. The state of Maryland was working on this, and he believed that this year they had gotten a lot closer to the kind of collaboration they would like to see. Dr. Cronin thanked staff for their report.

Re: UPDATE ON FLEXIBILITY PILOTS

Dr. Pitt commented that this group had probably worked harder than any single committee he had had the privilege of getting involved with. He thanked the total group for their commitment to the project. He praised the efforts of Seth Goldberg, the chairperson of the group, who had been a leader in a very difficult situation. Mr. Goldberg introduced Mrs. Mary Ann Bowen, Ms. Laura Hart Silkwood, and Dr. Richard Towers. In the audience were representatives of the schools who would participate if Board members had specific questions about what was going on in the schools. This year as the schools had worked to better define their focus, it was clear that the primary

consideration had been for children. The thrust of the pilot schools had been to improve the learning environment, and all participants seemed highly motivated to provide better programs.

Mr. Goldberg said that at Somerset they developed a vision of how they wanted their students to be able to integrate what they learned in mathematics and social studies into their real lives. Longview wanted to make sure they were using the latest technology and programming for its students and that parents and staff knew how to use the technology. Glen Haven with its high turnover of students had a plan for integrating new students and parents into the school. Springbrook was planning to have the flexibility pilot people involved in the planning of the upcoming renovation so that they could provide input on instructional needs. Kennedy was reorganizing the English curriculum and had started this year in ninth and tenth grade. Their goal was to provide their students with better English language skills.

Mr. Goldberg reported that all of the schools had made progress from where they were the last time he appeared before the Board. At Oakland Terrace their initial concern was about a relatively small group of children who were not responding well academically. The focus had now moved to restructuring of the school day to improve the social climate in general for children and to come up with plans for teachers and parents to work together to teach children social and organizational skills. For example, they were working on conflict resolution and group problem-solving skills. The emphasis at Rosemary Hills was now to look at revisions that had been made in the ISM before they made changes at their school. In addition, they had broadened their scope to include community outreach efforts. Whitman continued to look at global issues related to the school's mission and had zeroed in on the problem of competition in their school. Mr. Goldberg stated that all of the schools had accomplished their major task for the year which was to set up the internal structure in the school. He reported that schools were farther down the road than other school systems which had been doing this for a longer time. There was broad-based participation from all of the constituencies involved with the school. A great deal of effort was being put into communications both internally and externally. The schools had done an admirable job of resolving the conflict and frustration inherent in the process.

Mr. Goldberg commented that it was too soon to begin talking about observable payoffs for students. This year would be the first year of any implementation, and the national studies talked about five years before student outcomes could begin to be assessed. They were asking the schools to set up interim process-oriented goals to look at progress being made. The Department of Educational Accountability had offered its services in that effort. They were establishing focus groups, and a couple of schools were going to survey their communities. Although they were going to have to wait for the payoffs, he felt they were reaping very significant benefits by virtue of what was happening in the schools. It was clear that increased energy was being focused on how to improve programs for

students. Teachers had come out of their classrooms, and departments were interacting with each other. There was clearly an increasing level of communication within and between schools. The flexibility participants were excited but frequently exhausted because of the time the process was taking. Most participants were working after school and on the weekends.

Mr. Goldberg indicated that schools were telling the committee they needed time and training. Training provided an umbrella function both in regard to skill building and personal growth. The training needs of the schools were putting a significant strain on the committee's human and financial resources as well as on the resources of the Department of Staff Development.

Mr. Goldberg noted that this was the second year of the pilot process, and they were moving into a second phase of this experiment. Last year the schools were primarily concerned with internal matters, and this year the schools were beginning to implement changes and would have to integrate the pilot efforts into the mainstream of MCPS. As schools made novel requests, there were significant glitches that arose. He indicated that at this point there had been no formal effort to orient area or central office personnel about the pilot efforts or to bring them on board as partners in this process. Some of this had happened informally. Dr. Pitt and the pilot school advisory committee were planning a two-day workshop for November 9 and 10. The workshop would give participants an opportunity to hear from their counterparts around the country. They would explore flexibility concepts and how implementation would impact on their roles. The pilot schools would be available to interact with workshop participants. He thanked Dr. Pitt and Dr. Vance for their support and the Board for the vision they had shown in launching this effort.

Dr. Cronin remarked that this was exciting and put them in the forefront. He asked about further involvement of the Board. Mr. Goldberg replied that he did not think it was necessary. The pilots were going to begin to impact upon the system. He suspected that as they moved into implementation the issue of waivers would remain open. Therefore, they would have to come to the Board with those decisions.

Dr. Shoenberg was delighted that they had avoided the rush to judgment. Initially he had been concerned that they were developing a strategy without a mission. While he was reassured by what he had heard today, he was concerned that a couple of the pilots were developing a strategy and were not sure what they were going to do with it. It seemed to him that the pilots were all good things to do and to try. They did seem responsive to the natures of the school community. However, some of them seemed to be things that a principal could convince his or her staff to do or vice versa and might have been done without the flexibility pilot. However, what the pilot had done was to give people license to do it and ownership. It raised the question for him of how much what they were doing reflected a real change in the way they did business as opposed to

bringing people together to do what they could have done anyway. Mr. Goldberg said the issue stated by Dr. Shoenberg was central to what this was about. The belief was that they would get a different result in the long run if the same thing were done in two different ways. One way was the principal getting people to do this, and the other was from the bottom up. The benefit from the latter was a major one, and this was essentially what this effort was all about. The Commission pointed out that MCPS was a system doing a lot of things right from the top down, and there were negative drawbacks to doing business that way. The committee had said this was empowerment, and they had defined it as local school autonomy and shared decision making.

Ms. Silkwood thought it might be too early to answer that question. The system had a number of pilots. Her school was in the staff development pilot, and they had a lot of experiments going on. These needed to be viewed as experiments. In the long run they could answer some of those questions. Dr. Pitt reported that in addition to flexibility there were two other areas in which they were doing some exciting things. Induction was one of them, and he hoped the Board would discuss this. Mrs. Praisner asked that they also discuss staff development.

Mrs. Praisner commented that the ownership issue was the critical point for her. She thought that the fact they had had only one policy change and no contractual issues was indicative of the fact that it wasn't a restrictive kind of system from the standpoint of regulation perhaps. It was the time, the ownership, and the sense that it was their school and they had to work together. The system was committed and willing to let them try some things that might or might not work. The ability to interact and the time to interact were the things she found most exciting. She saw new energy and a reinforcement of the caring for children which was already there. She felt that MCPS was a tremendous school system when it came to skills and dedication and the length to which staff went every day for students. This provided an opportunity to give back time and opportunity to that staff. It was worth some risks from her perspective. She said it was important to assess what they were doing so that they could continue to maintain their enthusiasm and develop or sustain the greater community commitment to what they were doing. They needed to know what they were doing and why they were doing it or at least assessing what they were doing as they went along. In regard to the workshops on the ninth and tenth, she commented that she had had her fill of hearing from experts from other school systems. She was more interested in what they were doing within the county. She also suggested that it might be better to go where the staff was than bring them to a central location. Dr. Cronin commented that if the Board was enabling the administrative system to take risks, it might not be necessary to include under the committee's umbrella other programs that other schools may wish to develop in their own way. Therefore, they might be able to encourage the middle system to take risks.

Dr. Pitt said it was his impression of the process around the country

was that the union presidents and the superintendents got together and had shared decision making. The decisions were being made at the top. In Montgomery County, he wanted to see this process come at the local school level. He believed this was happening, and he was impressed by this process.

Mr. Ewing agreed that the process to date had gone well, and the results had been very good to date. The process was working as the Commission said it should. At the same time, his hope was not only that they sustain change but that they would make significant change in the way they did business in the school system. He thought they had set the ground work for that with the Commission report. They had begun to build the building, and he hoped that it was a flexible structure that would accommodate change now and in the future. He hoped they would make changes that would benefit students and give teachers a sense that the school system was not only a place to earn a living but a place where people were regarded as full participants in the decisions that affected their lives. Dr. Cronin thanked participants.

Re: BOARD MEMBER COMMENTS

1. Mrs. DiFonzo reported that she had recently visited the Kennedy Foundation and spoke with some people in their Community of Caring. This group dealt with values education and primarily focused on teenage pregnancy. They had five pilot programs going in different schools across the country. This was something MCPS might wish to look at. It was reported to her that one school system had a teenage grandmother, and the mothers had been nine years old when they had given birth. The teenage grandmother was not a single case. The Kennedy Foundation had documented nine cases up to this time. They knew that youngsters were maturing sexually at an earlier age, and the Board had been aware of what was going on. She suggested that educators had to be more and more cognizant of the fact that youngsters were engaging in sexual activity at a much younger age. Dr. Cronin added that at a recent luncheon the director of the Department of Health was talking about the need for values education within the school system and the issues of pregnancy.

2. Mrs. Praisner indicated that she had introduced a new business item on parental involvement in children's education. She had some materials from other school systems that were taking the same initiative, and she would leave the materials in the Board Office for anyone who was interested. Most of the materials were from Missouri where there was state initiative on parental involvement.

3. Mrs. Praisner knew that there were a few instances of hate/violence in the Kemp Mill area. She asked whether the area office was working with school staff and whether there was any follow up that needed to be done in that area. Dr. Vance replied that he expected to receive a report. The Department of Human Relations was working with Alan Dean and the Police Department, and a determination would be made of the extent of local school-based involvement.

4. Mrs. Praisner said there was an article about some playground equipment at Olney Elementary School when Olney was moved to Brooke Grove. She asked for some written information about responsibilities and processes when they closed down schools and moved them. She wanted to know who was in charge of what and who was responsible for what. It was not just playground equipment. It was the materials of the school, security of the schools being renovated, and the contractor's responsibility.

5. Mrs. Praisner said there was another parent letter relating to the issue of transcripts requested to be sent to colleges. She asked if counselors told students that it was their responsibility to follow up to make sure the transcripts were received. Dr. Pitt said it was the student's responsibility to follow up on this. Mrs. Praisner asked if they were clear about telling this to students, and Dr. Pitt said he thought they were clear, but he would check into this.

6. Ms. Serino reported that she was serving on the Joint Task Force of the Department of Health and the Department of Education to review health education and health services to students statewide. She was the only student on the committee, and she was learning a lot about programs in different counties. She would keep in touch with Mr. Masood about committee activities and would report to the Board.

7. Mr. Ewing said there were three reports which had been received by the Board. The reports were the SED report, the suspension report, and the Sondheim report. He wanted to know whether a new business item was necessary to have Board discussion on the reports. Dr. Pitt indicated that he would bring the SED report to the Board. Dr. Shoenberg added that they would be discussing the Sondheim report. He said they would need a motion on the suspension report.

8. Mrs. DiFonzo said that there had been a trailer parked at Wood for a good long while. It was probably put there while the roof was being repaired, and the roof was now complete. She would be interested in knowing when the trailer would be removed. If the trailer was not there because of the roof replacement, she would like to know why it was there and when it would be removed.

9. Mr. Goldensohn reported that last night he had attended a community forum sponsored by the City of Gaithersburg. The topic was children whose needs were not being met by current county services. The forum was well attended, and there were teachers, students, and parents from Watkins Mill, Gaithersburg, Ridgeview, Montgomery Village, and the elementary schools. There were county officials present and a number of people from the Area 3 office. The City would probably establish a task force to list things that need to be done and what the City could do. He asked that the area office stay involved with Gaithersburg in that. Several of the suggestions involved the use of school buildings, and MCPS needed to know what was going on. Dr. Pitt asked Dr. Vance to pursue this.

10. Ms. Serino asked if schools were drug-free zones now. She had heard a rumor that without the signs nothing could be done. Dr. Pitt explained that the law had been passed. They were in the process of looking at how they could get the signs. The local government was responsible for the signs, and Dr. Vance was checking into this. Mrs. Praisner also understood that there was some encouragement to have uniform signs across the state. Dr. Pitt said that the governor's office had sent a model sign to every county executive. Mrs. Praisner noted that this was a county government responsibility. Dr. Pitt said that responsibility of MCPS was to provide maps showing the area of the school. However, the actual law was in effect now.

RESOLUTION NO. 549-89 Re: EXECUTIVE SESSION - SEPTEMBER 25, 1989

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Ms. Serino, 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 September 25, 1989, at 7 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 550-89 Re: NEGOTIATIONS

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Ms. Serino, 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 meetings in executive closed session at times to be determined to conduct collective bargaining negotiations or to consider matters and issues in connection therewith; and be it further

Resolved, That the president of the Board of Education will announce at public business meetings when the Board of Education has held these executive sessions.

RESOLUTION NO. 551-89 Re: MINUTES OF AUGUST 8, 1989

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

Resolved, That the minutes of August 8, 1989, be approved.

Re: PREVIOUS NEW BUSINESS ITEMS

Dr. Cronin reported that on September 26 Delegate Albin would be discussing the suspension of drivers' licenses for dropouts. In conjunction with that they had a new business item to discuss parental permission for dropping out of school. It was his intent to have these discussions on September 25.

RESOLUTION NO. 552-89 Re: REQUEST TO DEVELOP OPTIONS FOR WEIGHTED ENROLLMENT/CLASS SIZE

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

Resolved, That the Board request the superintendent to develop for the Board's consideration options for addressing the issues raised by weighted enrollment/class size proposals and that the Board schedule a time to discuss and act on these options.

Re: A MOTION TO REVIEW POLICIES WITH REGARD TO THE NATIONAL HONOR SOCIETY (FAILED)

A motion by Mr. Ewing to schedule a time to review and consider changes to the policies with regard to the operations of the National Honor Society failed with Mr. Ewing, Mr. Goldensohn, Mrs. Hobbs, and Ms. Serino voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mrs. Praisner, and Dr. Shoenberg voting in the negative.

RESOLUTION NO. 553-89 Re: BOE APPEAL NO. 1989-32

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. 1989-32 (student transfer).

RESOLUTION NO. 554-89 Re: BOE APPEAL NO. 1989-34

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-34 (student transfer).

RESOLUTION NO. 555-89 Re: BOE APPEAL NO. 1989-36

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

Resolved, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-36 (student transfer).

RESOLUTION NO. 556-89 Re: BOARD AGENDA - SEPTEMBER 12, 1989

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

Resolved, That the Board of Education amend its agenda for September 12, 1989, to add an item to change the compensation for special education hearing officers.

RESOLUTION NO. 557-89 Re: SPECIAL EDUCATION HEARING OFFICER
COMPENSATION

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

Resolved, That the compensation for special education hearing officers be as follows:

REGULAR HEARING FEE

\$300 per hearing with additional days being compensated in half-day increments of \$75 per half-day or \$150 maximum per additional day of hearing.

CANCELLATION FEE

A \$150 cancellation fee will be paid if the cancellation of a hearing occurs 25-72 hours prior to the hearing.

A \$300 cancellation fee will be paid if the cancellation occurs 0-24 hours prior to the hearing.

The ombudsman/staff assistant is authorized to exercise his discretion as to payment of other billable expense items.

Re: NEW BUSINESS

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

Resolved, That the Board of Education schedule a discussion on a proposal that it be established as Board policy that experienced,

highly educated teachers be hired together with selected numbers of applicants new to teaching.

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

Resolved, That the Board of Education schedule a time to discuss and act on a proposal that it be established as Board policy that principals are appointed to serve in a school normally for five years, but that unusual circumstances may be invoked to make the appointment longer or shorter, if proposed by the superintendent and approved by the Board.

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

Resolved, That the Board of Education schedule a time as soon as possible to review and act on the proposal on drug problems in MCPS cited in the September 12 memo prepared by Mr. Ewing and Mr. Goldensohn.

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

Resolved, That the Board request that MCPS prepare a statement for the Board of Education making vocational education a priority or initiative in the 1990's.

Dr. Shoenberg assumed the chair.

5. Dr. Cronin moved and Mr. Goldensohn seconded the following:

Resolved, That the term "minority" student as used in Montgomery County Public Schools Priority 2 and other policies include black, Hispanic, and Asian students.

Dr. Cronin assumed the chair.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Staff Response to Family Life Report
4. Staff Response to the 1989 Annual Report to the Citizens Advisory Committee for Career and Vocational Education
5. Annual Report of the Office of the Board of Education

Re: ADJOURNMENT

The president adjourned the meeting to an executive session at 5:25 p.m.

PRESIDENT

SECRETARY

HP:mlw

