

"I would also like to thank the Board for giving me the opportunity to serve in this position once again. This is obviously going to be a very difficult year. Most years are. This somehow or other looms as one of the more difficult. There are all kinds of budgetary needs that the school system has and needs to get funded. There is an atmosphere that doesn't suggest that we should have the greatest optimism about having all of our needs met or even those that we think are the most pressing and essential. Those are issues that we are going to have to approach with wisdom and with common sense and logical argument and with not a little longing for some luck.

"As far as the Board's own business is concerned, we have before us a number of issues regarding minority student education. We will very shortly be appointing a consultant to come and work with us, to take a look at our minority programs, and give us some recommendations as to things that we ought to do differently and that we might do better. We have spent a good deal of time talking about those kinds of issues. There are a number of new initiatives, new kinds of approaches that are moving forward even as we look for more help and more information and more input. Those will continue and be an important thing for us over the course of the year.

"I hope, too, that this is going to be a major planning year, an opportunity to take a look at the priorities within which we have been working and see which of those need to be changed and to see which we need to focus on that haven't had the same kind of attention. Certainly some of those new directions will be signalled in what we do with the operating budget. The superintendent has some ideas which I am sure will be reflected in the operating budget that he presents to us. The operating budget, I think, becomes particularly important because of follow-up activity in which we consolidate in some kind of formal way some of those initiatives and focus on some additional ones.

"Those are the things that I think are the most important for us to address over the next several months. They are, needless to say, a very full plate in and of themselves, not to mention the many other things that will come along. One of those important initiatives, special education, is on our agenda for this afternoon.

"We, of course, are also in the process of negotiations with two of our employee unions. Those will be matters for and have been matters and will continue to be matters for sometime into the future for the attention of the Board. The nature of those agreements that we arrive at will also be a matter of considerable interest to the public.

"So it is a very full plate. I hope that we can focus on those things that are the most important, not become too distracted from those important foci, and dissipate our energies and our attention and the attention of the system in too many additional directions. But needless to say, there are matters that lie outside of those, a few that I have enumerated, that are of major concern to citizen groups of various sorts and to members of the Board, and no doubt we

will be paying attention as we always do to a very wide variety of items.

"It will be a very full year for us, I believe. I see very little opportunity for laying back and coasting. I put Board members on notice that you are likely to be worked very hard, but then you expect that.

Re: STATEMENT BY MR. GOLDENSOHN

Mr. Goldensohn made the following statement:

"First I would like to thank my fellow members of the Board. I appreciate your confidence. One of the things I hope Dr. Shoenberg and I will accomplish is somewhat of a blending of a little bit of the older and a little bit of the newer. Bob has been on the Board for seven years, and I have been on for three years. That is a good combination, I believe. I pledge him and the rest of the Board my support to him in his term as president and as back-up and confidant when necessary. I pledge all of you the best of my ability."

RESOLUTION NO. 737-89 Re: BOARD AGENDA - DECEMBER 12, 1989

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

RESOLVED, That the Board of Education approve its agenda for December 12, 1989, with the deletion of an item on the acceptance of East Silver Spring Elementary School and the addition of a personnel appointment.

Re: INFORMATION RETRIEVAL AND MEDIA PRODUCTION

Dr. Pitt pointed out that schools were closed for the day because of snow. The people giving the presentation today included school-based media specialists and when it snowed they were not required to come to work. However, they were all here to make their presentations.

Mrs. Regina K. Crutchfield, director of school library media programs, stated that the Maryland State Department of Education had changed each county to have a unified media program designed to support the educational goals of the school system and to serve all students and teachers. Media services had to be designed to support specific instructional programs, complement instruction in reading and critical thinking skills, and have information immediately available for specific purposes. The state said they had to have a well defined plan including policies and procedures that supported the school system's educational goals and objectives established by its Board of Education.

Mrs. Crutchfield pointed out that each Board member had received a policies and procedures handbook, an evaluation and selection policy

adopted by the Board, and sample ethnic handbooks. The second component according to the state was a certified staff with technical and clerical assistance at the school building level and central office. They had to have leadership and staff to support the school library media program. She explained that they worked with the Department of Personnel in contacting colleges and universities for certified candidates. They interviewed all media candidates. They attended professional conferences and recruited candidates. They had provided for each school an in-service planning calendar. They had instructional objectives for information retrieval and media production, and they also had skills activities handbooks. In addition, they had a facility handbook with recommended media specifications and diagrams.

Mrs. Crutchfield remarked that they also served as a second observer for media specialists and made recommendations to school level administrators and area associate superintendents for program, facility, and collection improvements. Last year they had made about 68 recommendations for improvements. The third component according to the state was a comprehensive and organized collection of judiciously selected instructional materials. They did this through EPIC which was a computerized base of approved materials, through collection building meetings, and through computer and equipment evaluation. The fourth component was a readily accessible area with an environment that was conducive to learning and which housed library media resources at the school level.

Board members viewed a video tape entitled, "School Library Media Centers - Windows on the World."

Mrs. Crutchfield introduced Ms. Brenda Randolph from New Hampshire Estates Elementary School. Ms. Randolph reported that her school was a primary school and a reading/language arts magnet. The ethnic make-up was diverse, and their students represented 25 countries and over 12 languages. One of their most important objectives was the creation of an environment that built and enhanced self esteem which was crucial in motivating students to learn. Influencing factors included pride in one's ethnic background and respect accorded one's culture by others. The media center personnel tried to develop this through language. They began their library sessions by counting in the various languages spoken by students and their parents. Use of students' native tongues allowed non-English speaking children an opportunity to participate verbally. As students gained confidence, they often led the class in counting. As their skills improved, they felt more confident about joining in class discussions. Counting provided children an opportunity to become familiar with the sound of a language. Children were less likely to laugh at the sound of another language, if they themselves were speaking it. This also gave children an opportunity to renew their linguistic heritage if they had lost touch.

Ms. Randolph cited that example of a child of African parents who was able, with her help, to do research on his African heritage and

language. He had learned the numbers from one to ten in his parents' language and had taught them to fellow students. A fourth reason for the focus on language was the opportunity to use language to teach library skills, specifically map and globe skills. They also used literature based card games. These games required visual memory rather than verbal skills. The emphasis on visual memory permitted children with limited English to be successful. While the students regarded these games as fun, important learning was taking place. They were learning about book characters and book titles.

Ms. Randolph reported that the focus on good literature was the centerpiece of their program. The major thrust of their program was the whole language philosophy they employed. In the traditional approach to language arts, the child began with sounds, moved to words, then phrases, and then to a whole story. The whole language approach integrated the process using the best in literature and presenting the child with the story with all its intrinsic meaning. However, she stressed that New Hampshire Estates continued to emphasize the basics. She shared a video of her program and stated that the important thing was to create an environment where every child succeeded.

Ms. Nancy Zack, Darnestown Elementary, stated that the students at her school were very fortunate to have parents who were highly motivated in helping their children to gain an excellent education. She commented that her educational philosophy included the triangle of school, home, and student. She felt that every school could use this triangle to promote successful education. Ms. Zack reported that there were always volunteer helpers in the media center. In addition, the PTA had special projects including book fairs, Darnestown Day, the Great Artist Program, foreign language in the elementary schools, and Junior Great Books. They had expanded their program to include an area in the IMC for parent books and pamphlets, community information, preschool books for younger siblings, holiday suggested buying lists for computer software and books, and books with activities for parents and children to do at home.

Ms. Zack said that the PTA helped them by providing funds for books and materials needed beyond the MCPS budgeted funds and for special projects such as a Young Authors speaker. Parents and students showed high interest in computer technology. She used computer technology cooperation. The PTA had purchased a CD Rom for the school, and she had trained parents to use the data bases as part of the volunteer program. She provided a service to the home using modems. They had purchased two IBM clones with Chapter 2 funds, and a committee of parents helped by converting materials and writing technical manuals to implement the program. Last year they got involved in lap tops to help parents with children at risk. The computers and programs were circulated to the home. They had parents serving as tutors for these at risk children. They now had parents help students and teachers use these machines for special projects in math and reading.

Ms. Zack indicated that the PTA had created a computer liaison

position to coordinate the work of 30 parent computer volunteers. The liaison person had helped train volunteers in the use of the various computers and was coordinating projects to get more computers and more software. Ms. Zack stated that the third area of cooperation was television production. They had cooperative strategies to help other parents at other schools. The program they were working on highlighted reading to and with children by parents, a fun field trip, and cooking together with children. The purpose of the program was to promote quality time with children and train parents. She was working on this project along with MCPS cable television staff. In addition, she assisted parents by providing information about computers if they were thinking about purchasing a computer or modem.

Mr. Mark Coffin, Parkland Middle, stated that one fourth of their students came from 42 different countries and spoke 32 languages or dialects. This challenged them to create special programs and use a variety of technology. They used video in the active mode, and he showed the Board one of their videos narrated by their principal, Fred Evans. Mr. Coffin reported that last year 42 percent of their students were involved in television productions and 90 percent of their students watched instructional television programs. This year since September, they had had 1,140 students doing classroom television projects or a total of 130 percent of their student population.

Erica Lodish, Montgomery Blair High School, stated that her school had the largest ESOL program in the county and a large magnet program. On-line information retrieval at Blair was more than a frill and was an integral part of the research process. They encourage students to use this for research as well as project orientation. On-line instruction was part of all the curriculum areas, and the data bases were the doorway to the vast store of knowledge in bibliographies, full text, and statistical data.

Ms. Lodish explained that they encouraged students to use the library in both the traditional manner and with technology. Students were expected to use library catalogues before going on-line and also to use CD Rom references. They tried to plan with teachers for these projects and decide who had what responsibility for what area in the research process and what kinds of activities were going to take place. The on-line data bases provided a variety of information for social studies and contemporary issues, for English and oral communication and reviews, for science, and for mathematics. The magnet program had incorporated on-line research as a part of the research process starting in computer science. In chemistry, students had a research paper, and in earth science students had to design a sensor.

Ms. Lodish stated that she trained students to become independent users of the computer. At Blair on-line research in the media center became a great equalizer because all students had access to the equipment. She had developed a search problem analyzer for students before they went on line which helped students take advantage of

resources. They could practice skills in problem solving, critical thinking, and defining a problem.

Ms. Margo Fonoroff, president of the Montgomery County Media Association, stated that so many people thought of librarian as keepers of the books. However, today's media specialist was so much more. The specialist had to be a teacher in preparation and certification, an administrator, and a technologist. They had to assist teachers in classrooms, teach students, gather materials for units, and select and order various books and materials. They spent time teaching and using high technology items such as computers, television studios, and photography equipment. They encouraged students to participate in media festivals. They learned the complete curriculum so that they could order materials and assist the classroom teacher in instruction on the units and plan creative ways to teach research skills.

Ms. Fonoroff said that media specialists had to have enthusiasm and respect for teaching and learning, love children, and plan and work cooperatively with administrators and fellow teachers. They were expected to be well trained and to be knowledgeable about the collection. The collection had to meet the developmental needs of curriculum and other personal and educational needs of students. The media specialist was an educator with a specialized background in using library resources and services in support of the entire educational program.

Dr. Shoenberg thanked staff for their presentation and as representatives of the many other library media specialists who collected materials for Remount Elementary School in Charleston. That school's media collection had suffered considerable water damage. The efforts of schools had gone a long way to restock that library. He thanked them for their efforts.

Mrs. DiFonzo asked about the change in title from librarian to media specialist to library media specialist and the title of the library which had been changed to instructional materials center and then to school library media center. Dr. Pitt replied that they had brought "library" back into the titles to make sure people connected with what they were doing. Mrs. DiFonzo asked staff to provide them with some sense of the courses and skills of library media specialists.

Ms. Fonoroff explained that most of them had a master's degree in library science or a master's degree in educational technology. They took courses in television production, computers, children's literature, reference, and curriculum. Many media specialists had an educational background and had been classroom teachers.

Mrs. DiFonzo asked how long it would take older schools to have access to all the computer features new schools had. Mr. Coffin replied that Parkland was not a new school, but it had CD Rohm, on-line access, and a television studio. Mrs. Crutchfield explained that they had attached themselves to CRI's five-year plan. Each year they tried to pull in three schools in each area, plus the new and

renovated schools. She agreed that the equity issue was there, and they were working within the budget to try equalize all schools. Ms. Beverly Sangston, director of CRI, reported that they were a little bit farther along in some of the secondary schools with catalogues and circulation systems. It would take them through the next five year plan to complete schools.

In response to Dr. Cronin's question about training librarians with the more traditional background, Ms. Ellen Pruitt, teacher specialist, reported they had a comprehensive in-service calendar in cooperation with Staff Development in offering for-credit courses. They had a series of seminars and workshops and a newsletter on the latest in technology. In addition, they had in-service training for library management as well as meetings at the beginning and end of the school year. They met with the public librarians, and they had monthly collection building meetings. There was extensive training for new media specialists and media aides.

Ms. Sandy Days, teacher specialist, stated that this year they had 15 training modules for their new media specialists. These covered not only the technology but also classroom management skills. Not all of the specialists had been classroom teachers, and they had to make sure they had the skills to contain a class and teach effectively. Staff was now preparing a book on curriculum skills in the media center which plugged into every aspect of the MCPS curriculum. In the beginning of the year they set aside three days to train new staff on how to set up and manage a media center, how to work with children, and how receive and disburse materials. At the end of the year she had held a workshop on wrapping up the school year. Ms. Lodish added that she had returned to work after 17 years, and Ms. Days had been of tremendous help to her. In addition, a retired librarian had assisted her during the first three days of school. In regard to the monthly presentations on curriculum, Dr. Cronin commented that this one was the most dramatic in terms of the changes that had taken place in a person's life. He was glad to hear about the way staff was helping people stay on top of the changes. He wondered about whether they had a handbook for Asian students. Mrs. Crutchfield replied that they had handbooks for all ethnic groups which she would share with the Board. Dr. Cronin remarked that he taught a course on the history of information management. Over time the key to change was understanding how it operated because once you understood something, you had power to a degree. As they introduced the parent's ability to help children, he wondered what was available to the parents of poor children. Ms. Zack replied that they had piloted their program for equity purposes. For example, 25 percent of their population had computers and/or modems at home. They had the lap tops to circulate and go home with the other children. Schools could write for grants or raise money through special projects with Giant Food and Safeway. If they trained children first, they would train their parents. It seemed to Dr. Cronin their next step would be to have resources and contacts for the parent support.

In regard to on-line services, Mrs. Praisner asked about the base

expectation for every school. Mrs. Crutchfield replied that at the secondary level they were trying to make sure every school had that capacity. It was true now for the secondary schools, and at the elementary level they were trying to automate every school. They had charted this out and knew how many schools were with and how many were without. Some schools had CD Rohm and others had circulation systems.

Mrs. Praisner inquired about the working relationship with the county libraries from the standpoint of cooperation, access, and sharing of information and materials. Mrs. Crutchfield replied that they met together at least once a year; however, they did not do anything with training. Ms. Zack added that the Germantown librarian visited her school so they could know what students were studying so they could have materials on hand. In addition, the public librarian attended the Darnestown Back-to-School Night. Mrs. Crutchfield indicated that they did share resources and did let the public library know what units they were on. Ms. Lodish said that at Blair they had a CD showing the holdings of the public and college libraries in the state of Maryland so that students could do interlibrary loan. She personally contacted the libraries at the National Bureau of Standards, Johns Hopkins, National Library of Medicine, etc. to get materials for the magnet students. Magnet students also used the Wheaton Regional Library which was a center for science materials.

Mrs. Praisner stated that media centers were becoming more and more valuable to students as the focal point for getting information and materials, and they had to think about afterschool and before-school use. Mrs. Crutchfield replied that all senior high schools had flexible hours because they had two librarians. Mrs. Praisner asked about the brochure on school media services, and Mrs. Crutchfield replied that recruitment was crucial. They were hiring about 13 to 16 media specialists for the next few years. They planned to use this brochure in their recruitment efforts.

Mr. Goldensohn asked if the larger elementary schools had more than one librarian. Mrs. Crutchfield replied that the elementary schools had only one librarian, but the larger schools had an additional half-time aide or in the largest, an additional full-time aide. Ms. Fonoroff added that some elementary schools had over 900 students and a television studio. They had to present an instructional program and would like to see the addition of a half-time or another full-time media specialist or a media services technician to help with the television studio. Mrs. Crutchfield reported that at the middle level there was one full-time library media specialist and from 1.5 to 2.0 media assistants. At the high school level, because of enrollment, there were normally two full-time media specialists and two full-time media assistants.

Mr. Goldensohn asked about the program when the media specialist was absent. Ms. Fonoroff replied that the principal had the option of getting a substitute. Some principals did, and others did not. She only had a half-media assistant because she was in a small school. In her absence, the media assistant would cover classes whenever

possible. However, in the afternoon there might be a parent volunteer to keep the center open, and she would have to reschedule her classes. Dr. Pitt explained that Ms. Fonoroff's situation was not typical because most elementary schools had one full-time media assistant.

Mrs. Hobbs asked if they would be participating in the governor's conference on libraries and information services. Mrs. Crutchfield replied that while she was aware of the conference, Montgomery County had not been contacted. They were waiting for the state to give them some directions on that. Mrs. Hobbs inquired about access to the library by mainstreamed special education students and auditory students. Did they have the technology to assist students with special needs to use the media facility? Ms. Fonoroff replied that all the media specialists provided special assistance or geared their programs to help these students. For example, Forest Knolls and Barnsley had special programs for their students.

Mr. Ewing remarked that schools always hoped that students would be lovers of books. He asked if they had any sense of the extent to which students today read for pleasure beyond class requirements. Mrs. Crutchfield replied that no research had been done in this area. She felt that the key was to get very young children interested in reading. School library media specialists played a key role in that. For example, New Hampshire Estates had an innovative program to get students interested in reading.

Ms. Serino inquired about the senior high school practice with regard to student access to the library during free periods and lunch. Mrs. Crutchfield replied that the policies for access were made at the local school level. The library media centers had to be open at all times for student use. At the senior high level, they had found students who wanted to come into the center for serious work and others who wanted to meet their friends. Some schools had had to make some guidelines for student use. Ms. Lodish explained that at Blair there was conflict about accessibility at lunch time. Some students wanted to use the library, but there might be classes scheduled for instruction at the same time. Therefore, she had had to put a control on use.

Dr. Shoenberg requested the following information in writing: (1) per pupil expenditures on media materials and the change in that over the last five years adjusted for inflation, (2) any information on comparisons with other districts in the Washington area and in the state, and (3) information on security issues including estimates of their losses of library materials.

Dr. Pitt stated that the MCPS library media approach was world renown. It was the most advanced program nationally in many ways, and MCPS had been a leader in this area. This was due to very strong central office leadership that had occurred over the last 15 years. They had moved to a different approach on the duties of the library media specialist. Although the technology was very important, the major change was that the library media specialists were teachers.

They had moved to an approach where they were teaching children.

RESOLUTION NO. 738-89 Re: PROCUREMENT CONTRACTS OVER \$25,000

On recommendation of the superintendent and on motion of Dr. Cronin 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 being temporarily absent#:

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

WHEREAS, It is recommended that Bid No. 49-90, Library Media Center Supplies, be rejected due to lack of competition; now therefore be it

RESOLVED, That Bid No. 49-90 be rejected; and be it further

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

90-03	Text Storage and Retrieval Software AWARDEE Information Dimensions, Inc.	\$ 31,150
39-89	Magazine Subscriptions - Extension AWARDEE Population Subscription Service	\$211,538*
53-89	Heavy Equipment, Tractor and Mower - Extension AWARDEES Gaithersburg Ford Tractor Company Gladhill Brothers Harrington & Sons Lanham Cycle & Turf Equipment Company N & S Sales Rentals, Inc. D. W. Ogg Equipment Company	\$ 90,000* 27,000 8,500 27,900 10,000 15,000 -----
	TOTAL	\$178,400
48-90	Tire Retreading AWARDEE Lehman's Tire Company	\$130,282
64-90	Computer Printed Forms AWARDEES Datafold Forms Globe Ticket Company Graphic Systems, Inc. Guardian Supply Company, Inc. Jordan Graphics, Inc. Multi-Graphic Business Systems	\$ 285 923 1,584 463 5,070 15,059*

OEI Business Forms	2,486

TOTAL	\$ 25,870
TOTAL OVER \$25,000	\$577,240

*Denotes MFD vendors

RESOLUTION NO. 739-89 Re: CABLE TV/TELECOMMUNICATIONS NETWORK
 INSTALLATION FOR SHERWOOD HIGH SCHOOL
 AT THE NORTHWOOD FACILITY

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

WHEREAS, The following sealed bids for a cable TV/telecommunication network installation were received on August 10, 1989, for Sherwood High School at the Northwood facility:

SCHOOL	BIDDER	BID
Sherwood HS at Northwood	Lite-Way Communications, Inc.	\$34,866.00
	Halstead Communications Corp.	37,654.42
	B & L Services, Inc.	43,980.00

and

WHEREAS, The bid is within the staff estimate of \$40,000, and the low bidder has met all requirements and specifications; and

WHEREAS, Notification has been received that Montgomery County Government has sufficient funds for this project; now therefore be it

RESOLVED, That a \$34,866 contract be awarded to Lite-Way Communications, Inc., for the installation of a cable TV/telecommunication network for Sherwood High School at the Northwood facility.

RESOLUTION NO. 740-89 Re: ENERGY MANAGEMENT SYSTEM AT VARIOUS
 SCHOOLS

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

WHEREAS, Bid proposals were received from the following vendors on October 31, 1989, to upgrade 53 first generation energy management systems:

BIDDER	BID
HI Solutions, Inc.	\$223,431
Systems 4, Inc.	227,290

Robertshaw Control Company	288,934
Barber-Colman Pritchett, Inc.	607,629
Lord and Company, Inc.	853,500

and

WHEREAS, The lowest bid met specifications and is within the staff estimate of \$235,000; and

WHEREAS, Sufficient funds are available in the energy conservation capital project to award this contract; now therefore be it

RESOLVED, That a \$223,431 contract be awarded to HI Solutions, Inc., for the enhancement of 53 first generation energy management systems in accordance with plans and specifications developed by Von Otto and Bilecky, P.C.

RESOLUTION NO. 741-89 Re: ACCEPTANCE OF CLOVERLY ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on November 28, 1989, Cloverly Elementary School now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 742-89 Re: ACCEPTANCE OF CAPTAIN JAMES E. DALY ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on November 30, 1989, Capital James E. Daly Elementary School now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 743-89 Re: ACCEPTANCE OF LUXMANOR ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on December 1, 1989, Luxmanor Elementary School now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has

been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 744-89 Re: CHANGE ORDERS OVER \$25,000

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

WHEREAS, The Department of School Facilities has received change order proposals for various capital projects that exceed \$25,000; and

WHEREAS, Staff and the project architects have reviewed these proposals and found them to be equitable; now therefore be it

RESOLVED, That the Board of Education approve the following change orders for the amounts and contracts indicated:

ACTIVITY 1

Project: Cloverly Elementary School Addition
Description: This item is for the construction of two corridors through the new addition so that the students can safely exit the building while the construction is being completed.
Contractor: Columbia Construction Co., Inc.
Amount: \$42,096

ACTIVITY 2

Project: Steps, Decks, Ramps, and Canopies for Relocatables
Description: This item is for additional steps, decks, ramps, and canopies that were necessary due to site conditions or modifications to the location of relocatable classrooms.
Contractor: H & H Enterprises
Amount: \$71,581.60

ACTIVITY 3

Project: Rolling Terrace Elementary School
Description: This item is for sound-proofing modifications to the mechanical equipment, contingent upon Council approval of fund transfer request.
Contractor: Dustin Construction Co., Inc.
Amount: \$109,277

RESOLUTION NO. 745-89 Re: ACCEPTANCE OF ROCK CREEK FOREST
ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on December 7, 1989, Rock Creek Forest Elementary School now be formally accepted, and that the official date of completion be established as that date upon which

formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 746-89 Re: ARCHITECTURAL ADJUSTMENT - BRIGGS
CHANNEY MIDDLE SCHOOL

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

WHEREAS, The proposed Briggs Chaney Middle School was relocated to a new site due to environmental concerns; and

WHEREAS, The architectural design has to be modified to adapt the building to the new site; and

WHEREAS, Construction management services are necessary to assist with project administration so that the new middle school is ready for occupancy by September, 1991; and

WHEREAS, It is necessary to rescind the Board action of February 27, 1989, awarding the contract to Kimmel & Kimmel, Inc., for the construction of the proposed new middle school on the original site; now therefore be it

RESOLVED, That the following architectural, engineering, and construction management contracts be approved for the modified design of Briggs Chaney Middle School:

SERVICES	CONSULTANT	AMOUNT
Site/civil engineering design	Seybolt, Gore, Nequist, Berlinsky	\$ 50,000
Architectural design/ construction management	SHWC, Inc.	773,000

and be it further

RESOLVED, That the construction contract, approved by the Board on February 27, 1989, with Kimmel & Kimmel, Inc., be terminated; and be it further

RESOLVED, That payment for startup services, incurred by the contractor before the termination, be paid in the amount of \$35,766.

RESOLUTION NO. 747-89 Re: REROOFING - LAKEWOOD ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on December 1, 1989,

for the reroofing of Lakewood Elementary School:

BIDDER	BASE BID
1. Darwin Construction Company, Inc.	\$173,371
2. J. E. Wood & Sons Co., Inc.	185,406
3. Uniroof, Inc.	194,853
4. J & R Roofing Company, Inc.	221,816

and

WHEREAS, The low bidder, Darwin Construction Company, Inc., did not submit the proper bid bond or other information required by the specifications, and is not prequalified to perform roof work for Montgomery County Public Schools; and

WHEREAS, The second low bidder, J. E. Wood & Sons Co., Inc., submitted the proper bid documents and has completed similar projects satisfactorily for Montgomery County Public Schools; and

WHEREAS, The bid submitted by J. E. Wood & Sons Co., Inc., is within the staff estimate of \$200,000; now therefore be it

RESOLVED, That the bid submitted by Darwin Construction Company, Inc., be declared non-responsive; and be it further

RESOLVED, That a \$185,406 contract be awarded to J. E. Wood & Sons, Inc., for the reroofing of Lakewood Elementary School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 748-89 Re: AWARD OF MAINTENANCE CONTRACTS FOR VARIOUS PROJECTS

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

WHEREAS, Sealed bids were received on November 30, 1989, and on December 1, 1989, for various maintenance projects; and

WHEREAS, Details of each bid are available in the Department of School Facilities; and

WHEREAS, The low bids are within staff estimates, and sufficient funds are available to award the contracts; now therefore be it

RESOLVED, That contracts be awarded to the low bidders for the projects and amounts listed below:

PROJECT	AMOUNT
1. Replacement of water lines at	

Herbert Hoover Junior High School
Low bidder: E. J. Whelan & Co. \$53,290
(8 bidders; staff estimate - \$55,000)

2. Trash compactors for Churchill High School and Cloverly, Greencastle, Monocacy, and New Hampshire Estates elementary schools
Low bidder: Bennett Equipment Service \$32,750
(2 bidders; staff estimate - \$35,000)

RESOLUTION NO. 749-89 Re: GRANT OF STORM DRAIN EASEMENT AND
RIGHT-OF-WAY TO THE MONTGOMERY COUNTY
GOVERNMENT AT HOPKINS ROAD ELEMENTARY
SCHOOL

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

WHEREAS, The Montgomery County Government has requested a Grant of Storm Drain Easement and Right-of-Way at the Hopkins Road Elementary School site, located at 13881 Hopkins Road in Germantown, Maryland; and

WHEREAS, The proposed easement will require a public dedication of 14,540 square feet of land from the property of the Board of Education; and

WHEREAS, The proposed easement will benefit both the school and community by providing storm drain facilities; and

WHEREAS, The proposed storm drain improvement will not affect any land anticipated to be utilized for school programming and recreational activities; and

WHEREAS, All construction, restoration, and future maintenance will be performed at no cost to the Board, with the Montgomery County Government and its contractors assuming liability for all damages or injury; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a Grant of Storm Drain Easement and Right-of-Way at the Hopkins Road Elementary School.

Re: INSPECTION DATE - EAST SILVER SPRING
ELEMENTARY SCHOOL

The inspection date for East Silver Spring Elementary school was set for Wednesday, January 3, at 1:30 p.m. Ms. Serino will attend.

RESOLUTION NO. 750-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED

PROJECT FUNDS FOR THE DISRUPTIVE YOUTH
LEADERSHIP TRAINING - MID-LEVEL PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects a grant award of \$7,000 from the Maryland State Department of Education (MSDE) under Projects for Reducing Student Disruption for the Disruptive Youth Leadership Training - Mid-level Program in the following categories:

	CATEGORY	AMOUNT
1	Administration	\$6,692
10	Fixed Charges	308

	TOTAL	\$7,000

and be it further

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

RESOLUTION NO. 751-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED
PROJECT FUNDS FOR THE ADULT BASIC
EDUCATION PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects a grant award of \$3,000 from Maryland State Department of Education (MSDE) under the Adult Education Act for the Adult Basic Education Program in the following categories:

	CATEGORY	AMOUNT
2	Instructional Salaries	\$2,765
10	Fixed Charges	235

	TOTAL	\$3,000

and be it further

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

RESOLUTION NO. 752-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED
PROJECT FUNDS FOR THE SPECIAL EDUCATION/
TRINITY COLLEGE PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1990 Provision for Future Supported Projects a grant award of \$6,861 from Trinity College for the Special Education/Trinity College Professional Materials and Study Center in the following categories:

	CATEGORY	AMOUNT
4	Special Education	\$6,449
10	Fixed Charges	412

	TOTAL	\$6,861

and be it further

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

RESOLUTION NO. 753-89 Re: FY 1990 SUPPLEMENTAL APPROPRIATION TO ESTABLISH A PROGRAM FOR IMPROVING THE MATHEMATICAL UNDERSTANDING OF MINORITY STUDENTS

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Praisner, 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 \$125,574 as a subcontract with the University of Maryland at College Park under a research grant from the National Science Foundation (NSF) to establish a program for improving the mathematical understanding of minority students in the following categories:

	CATEGORY	AMOUNT
2	Instructional Salaries	\$ 93,394
3	Instructional Other	19,608
7	Student Transportation	5,100
10	Fixed Charges	7,472

	TOTAL	\$125,574

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. 754-89 Re: SUBMISSION OF AN FY 1990 GRANT PROPOSAL
TO CONDUCT A SATURDAY OPPORTUNITIES
FOR ENRICHMENT PROGRAM AT MARYVALE
ELEMENTARY SCHOOL

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1990 grant proposal for approximately \$11,355 to the Riggs National Bank to develop a Saturday Opportunities for Enrichment Program for students and parents at Maryvale Elementary School; and be it further

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

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 12:10 to 2:30 p.m. to discuss personnel and legal issues.

RESOLUTION NO. 755-89 Re: SCHOOL CALENDAR FOR 1990-91

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

WHEREAS, The number of duty days for employees is negotiable; and

WHEREAS, For the purposes of planning, budget development, and providing tentative information to parents and staff members, a calendar is needed; and

WHEREAS, If the need arises from negotiations, this calendar can be revised; and

WHEREAS, The establishment of school terms by the County Board of Education is required by state law; now therefore be it

RESOLVED, That the proposed school calendar for 1990-91 be adopted, subject to negotiation of the number of duty days.

RESOLUTION NO. 756-89 Re: PERSONNEL MONTHLY REPORT

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

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

RESOLUTION NO. 757-89 Re: EXTENSION OF SICK LEAVE

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

WHEREAS, The employees listed below have suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employees' accumulated sick leave has expired; now therefore be it

RESOLVED, That the Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated:

NAME	POSITION AND LOCATION	NO. OF DAYS
Bishop Sr., Jonathan	Bldg. Svs. Mgr. II Div. School Plant Operations	20
James, Leroy	Bldg. Svs. Worker Walter Johnson High School	12
Michel, Mary	Classroom Teacher Long-term personal illness leave	30

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

RESOLUTION NO. 758-89 Re: AMENDMENT TO THE POSITION CLASSIFICATION AND PAY PLAN

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

WHEREAS, As part of the established procedure for reviewing and revising the position classification and pay plan, the superintendent has recommended the changes described in the attachment; and

WHEREAS, It is desirable to establish and maintain positions at an equitable and competitive pay level; now therefore be it

RESOLVED, That the following classification and pay plan revisions be approved:

Establish a new classification of School Library Computer Specialist, pay grade 23 (\$34,715 minimum - \$55,057 maximum longevity). The vacant pay grade 12 (\$20,820 minimum - \$32,843 maximum longevity) Photocomposition Operator position will be assigned to the new classification.

RESOLUTION NO. 759-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Pearl M. Drain	Acting Asst. Principal Beall ES	Principal Rock Creek Valley ES Effective: 1-2-90

*Mrs. Praisner rejoined the meeting at this point.

RESOLUTION NO. 760-89 Re: PRESENTATION OF PRELIMINARY PLANS
SUMMIT HALL ELEMENTARY SCHOOL ADDITION

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

WHEREAS, The architect for the Summit Hall Elementary School addition has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Summit Hall Elementary School Facilities Advisory Committee has approved the schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the Summit Hall Elementary School addition, developed by Murray & Associates, Architects.

RESOLUTION NO. 761-89 Re: PRESENTATION OF PRELIMINARY PLANS
WALT WHITMAN HIGH SCHOOL

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

WHEREAS, The architect for Walt Whitman High School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Walt Whitman High School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the Walt Whitman High School, developed by Grimm and Parker, Architects.

Re: PROGRAMS FOR STUDENTS WHO ARE SERIOUSLY
EMOTIONALLY DISTURBED

Dr. Pitt reported that in the fall of 1988 he had commissioned a task force to develop a plan to improve the instructional program for students with serious emotional disturbances (SED). He had asked Dr. Hiawatha Fountain, associate superintendent, to chair this task force and include staff, parents, and representatives from the county government and community organizations. He asked Dr. Fountain to review the SED report. Dr. Pitt introduced Mrs. Margit Meissner, transition coordinator, and he explained that he had tried to provide a staff response to the report. She would review the staff response for the Board, if they wished.

Dr. Fountain stated that the committee stressed two main themes. One was improving the existing SED program, and it talked about interventions to prevent serious emotional disturbance. The charge was to develop a plan for improving services to SED students. A sub-emphasis was to be placed on the over-representation of minorities in SED programs.

Dr. Fountain said that at their first meeting they had divided themselves into three subcommittee: (1) instructional programs, (2) related and supportive services, and (3) program organization and coordination. The first thing they did was try to find out what was going on in the school system for SED children. They found lots of programs in all levels and including nonpublic programs, but they agreed there needed to be a better coordination of these programs. They had hoped that the outcome would be a true continuum of services and that they would be consistent in their guidelines for identification and placement, crisis support, behavior management, and social and emotional objectives.

Dr. Fountain said they next looked at how they were organized. He believed they had some of the best Level 5 programs in the country. They had alternative programs, pupil services, county government, and private agencies in the county. The committee had recommended a coordinator of SED, and Dr. Diane Powell had just joined the staff in that role. The coordination had to be consistent in program implementation and equitable services. They had found some difficulties in some of their Level 5 programs because they did not have complete control over some of them. He believed that the committee had come up with a way of bringing it all together. People representing the programs outside the school system had served on the committee. The coordination of those interagency pieces would bring together a coordinated mental health service. Most of the parents and community people on the committee thought that one of the major problems was that children progressed to Level 5 programs and there was little between Level 1 and Level 5. They wanted earlier identification so they could receive earlier treatment and stay within the local school. The interagency coordination would bring about these services.

Dr. Fountain remarked that the Montgomery County public school system could not do this all themselves. Some of this should be the responsibility of other agencies, and they had received a very good response from the agencies on that issue. He referred the Board to

Appendix C as an overview of what was happening in the nation, the state, and MCPS.

Mrs. Meissner stated that the staff response had three distinct parts. The first was a cover memo highlighting recommendations with budget impact. The second was a point-by-point answer to the ten main recommendations and the 64 recommended strategies in the task force report. Staff agreed with most of the recommendations, and a good many were already underway or planned. The third piece was a summary of the point-by-point answers. This was provided because it showed the various offices and units and outside agencies that would be involved in program improvements. They had also provided a tentative timeline for when some of these tasks could be accomplished.

Mrs. Meissner explained that the cover memo described some of the major activities with budget implications. They planned to create an elementary SED cluster in each area instead of creating a segregated Level 5 program. This would require two aide positions and some more psychologist time. They planned to create a mobile area crisis team in collaboration with DAVMHS. They planned to create a new position of behavior support teacher in each area. They were already planning to add counselor positions as part of the multiyear budget initiative and hoped this would enable them to allocate a full-time counselor position to each elementary school with an SED program.

Mrs. Meissner reported that they were also adding psychologist support as part of the multiyear budget initiative. There were a lot of training recommendations, and they were planning to use approved training funds to do some of the recommended training in recognizing and preventing mental health problems. They also planned to redirect EYE funds to develop the recommended procedural instructional guides. They would look at different organizational structures. Lastly, they were already creating the interagency linkages and coordination with the various mental health services.

Mrs. Hobbs asked whether parents, psychologists, teachers, and PPWs were all in agreement as to the definition of an SED student. Dr. Thomas O'Toole, director of the Department of Special Education, replied that they followed the state and federal definition of SED. However, there were differences of opinion that had been expressed as to whether this was the best definition. Mrs. Hobbs asked about varying degrees of severity or whether there was such a thing as a borderline SED student. Mrs. Meissner explained that this was one of the major problems with this particular handicapping condition. It did not become an officially recognized handicapping condition until it was severe. The definition had become controversial, and lots of professional groups did not agree with the definition. MCPS had to follow the federal guidelines and hoped they were interpreting those as equitably as possible.

Mrs. Hobbs asked whether RICA was the only residential facility within the county. Dr. Fountain replied that it was the only public facility. There were other residential centers, but they were

private. Mrs. Hobbs noted that Great Seneca was a new facility and wondered if they were looking at it as a facility for placing SED students. Ms. Mary Lee Phelps, supervisor of the Placement Unit, replied that at this point in time Great Seneca had not been approved by the Maryland State Department of Education as a Level 6 residential school. It was approved for special education purposes as a special day school. MCPS did have some students in attendance, but they had been placed by their parents and were funded through insurance.

Mrs. DiFonzo asked about numbers of students in residential placement. Mrs. Meissner replied that there were 21 students in residential placement and 139 in special school programs. Dr. Pitt asked about Mark Twain, and Ms. Phelps replied that this was a special school Level 5 program and was not counted in this number. Mrs. Praisner asked how comfortable staff was with the data used from the standpoint of projecting long-term needs in this area. Dr. O'Toole replied that as they looked at the national figures, they thought the MCPS figures might be a little low compared to other parts of the country. He thought they were okay in projections for Levels 5 and 6, but they were concerned about identification at the lower level.

In regard to Level 5 and 6, Dr. Cronin asked about the structure of the program for elementary schools and whether it could be done within a single classroom within a single school without a tremendous number of resources similar to those at Twain or RICA. He wondered whether they could replicate Twain on the elementary level in three different areas. Dr. O'Toole replied that at this point they did not see a need for that. The emphasis in SED was to maintain the youngsters in as close to a normal environment as possible. As they looked to the future, they wanted these programs developed within the local school setting as opposed to separate centers. For example, they now had the Mark Twain satellite programs in the regular schools. Dr. Cronin inquired about class sizes in the centers, and Dr. O'Toole replied that this was approximately 10 to 1. Mrs. Meissner added that they were proposing clusters with more aide support and more psychological support. They also wanted appropriate training for the counselors and staff in these buildings. One school in each area would be an elementary SED cluster as opposed to just having Level 4 classrooms. She agreed that it was very important to keep the children in the regular school environment because they needed normal role models and interaction with other children.

Dr. Cronin asked about the functions of the mobile behavior crisis team. Dr. O'Toole replied that if a teacher and a principal in one of the Level 4 classes had a youngster in crisis, they could contact the area office supervisor who would send one or several people to the school. These people would look at the youngster, talk with the family, and decide what the youngster needed. If the decision was to retain the youngster in the school, the teacher part of the team might spend two or three days supporting the local teacher. Dr. O'Toole explained that the members of the team had regular school system duties, but they might have a slightly different work load in

order to participate on these teams. Dr. Pitt said that the four positions they were talking about now would have to be added positions in the budget. In other words, they would have to add some psychologist and aide time. Some of this would be volunteer help but portions would be additional time built into improvements in the budget.

Mrs. Meissner reported that there was a recommendation in the report to develop a crisis intervention plan in every single school and conduct the basic staff training in understanding and managing behavior. There would be school crisis support teams for children with mental health problems as well as children labelled SED. She hoped that the area mobile team would assist schools in developing the school-based plans and in training the staff.

Dr. Cronin asked about the number of calls that the team might receive. Dr. Fountain replied that the building principals where the programs were housed had requested help to maintain the programs. They requested training help and help when children were in crisis. The team would have flex time so that when this happened they would be available. They hoped that over time the calls would lessen when they got better at training teachers, counselors, and principals. They were trying to build a support for each of the areas so that youngsters in the programs would not have to move up to another level of services. Dr. Cronin asked how they envisioned the linkages with the other county agencies.

Mr. Ewing said he was struck by the lack of correspondence between the superintendent's response to the Level 4 problems and the description in the appendix. It stated that there was great unevenness in terms of staffing for those programs. It was also the view of a number of principals that there was a substantial number of students who were inappropriately placed in Level 4. He saw those issues dealt with in some measure by the recommendations, but it seemed to him there was vast difference in tone between what the principals had to say and the recommendations. He said they seemed to be missing any discussion of the severe problems that continued to exist at Mark Twain with the court ordered placement of students. With respect to prevention, he noted that Dr. Fountain had spoken to the need to provide a continuum of services, and he was glad to hear that. However, he did not see in the superintendent's response specific actions that dealt with that in any comprehensive way. The guides for schools and teachers were good ideas, but a comprehensive approach to prevention would take more than guides. While he was not unhappy with what they were doing, it did not seem that they corresponded with the sense of crisis he found in the report itself from the task force.

Dr. Pitt explained that the staff response was an effort to do some things immediately within this budget period. He did not think that it was a totally comprehensive response at this point in time. For example, the recommendation on reorganizing would have some impact on this. He had asked staff to look at what could be done within the next month to get at some of these issues.

Mrs. Meissner commented that this was a vast field with tremendous needs, and they agreed they needed to do more. They had the SED coordinator on board now and hoped that with her expertise they could get moving. The only way they could attack such a large problem was to look at little pieces. It was a puzzle, and they were looking at pieces of the puzzle. At least they had a blueprint so they knew what pieces they were addressing, and they had a plan for completing the puzzle. They were relying to a large extent on better training for staff and more concentrated resources in the right places. They hoped that the additional support they were building into the area would help the building principals and their support staff to be more effective.

Mr. Ewing asked about Mark Twain. Dr. Fountain replied that at their second meeting they brought in experts in the field to talk about seriously emotionally disturbed, behavioral disorder, etc. They had a core of youngsters at Mark Twain they believed should not be there, and they were moving them as quickly as they could. They now had three psychologists at the school who agreed that many of these youngsters were not SED for educational purposes and should not be at the school. They were working with Addiction, Victims, and Mental Health, and he believed they were making some headway. Dr. Fountain said they were talking about 35 or 40 youngsters; however, there were no programs in the state for these children. The complicating factor was that many of them were identified as SED early in their years. Dr. Pitt added that they were also looking at private placements for some of these youngsters. He had had two discussions with judges, and their concern was similar. The courts had no placement for these children because they had been identified earlier as SED and probably should not have been. About 10 or 12 of those young people had been moved from Mark Twain.

Dr. Pitt reported that they had talked about a centrally-directed alternative program outside of the regular school for mid-level students. These were students who did not fit into the definition of SED as defined by the state, but these students needed help. Staff thought they had the potential to help those students because of experiences with high school programs. They were talking about piloting such a program in the next budget year. He noted that Dr. Haller had sent a note asking to comment on the report. He was glad to get this input, and he explained that in the staff response they were trying to get at what could be done very quickly.

Dr. Shoenberg said he would emphasize the need to collect data on how successful they were. He noted the need for an outside contractor to support the efforts of DEA in gathering this data. It seemed to him there were opportunities for grant applications in the training area. He commented that when he read a report such as this he felt for a number of people in different roles. For example, he felt sympathy for the new coordinator of SED on whom they had placed such enormous expectations. He hoped they would not expect solutions in a few months. The second group included the school-based people. They had such expectations of these people for so many different things.

Everyone wanted to train principals and teachers, and there was a limit to how much training and how many things they could give principals and teachers. He wondered how long it would be before these people had an opportunity to use this training and whether they would remember the training when the time came. Sometimes he thought it would make sense to hold a new teacher out of the classroom for a year in order to give that person all the required training. The alternative was to develop great cadres of specialists. While there were costs identified here, Dr. Shoenberg thought there were all kinds of hidden costs. He worried about the Board's trying to prepare a budget that was fundable. He felt that at some point they had to take a step backward and look at what they wanted done at the local school level. They could not have the people trying to do the general job responding to all of these masters, all of whom who wanted a piece of their time. This argued for individual schools taking a look at who among the people working there should be responsible for what. All of these masters had important agendas, but it was impossible for one individual teacher to deal with all of these agendas. He would be interested in knowing how other school systems with this range of problems dealt or did not deal with these problems. There was a kind of almost panic when week after week after week the Board got reports like this talking about all the unmet needs.

Dr. Pitt did not think they were going to find many school systems in the country dealing with this problem. He thought they would find a few Level 5 programs. For example, there were not many places with something like RICA. He felt that MCPS was probably in the forefront in this effort. He commented that no matter how coordinated they got, the costs were going up and not down. He did not want to do anything that added to the budget and did not make sense in terms of this total approach. He agreed that schools were being asked to take on many more things than were ever expected of them before. However, in this case they would have to find some way of dealing with this situation.

Dr. Shoenberg remarked that his concern was not that these things were unreasonable, they weren't. It was not that what was being asked here was something that was unreasonable to expect the schools to take on. However, when you looked at the totality of effort that an individual school was being asked to take on, he questioned whether that totality of effort made sense. He did not think it did.

Mrs. DiFonzo requested the following information in writing: a summary of the budget impact on planning time, extra psychologists, the extra half-time of this, and the extra half-time of that. She questioned a section of the report which seemed to state they planned to establish more Level 5 programs. Dr. Fountain explained that this was a typo. They planned to have additional supports to Level 4, and Mrs. Meissner stated that these would be Level 4 classes with Level 5 supports. Mrs. Praisner suggested they create new terms or use the terms that had been legally defined or they would find parents and others having assumptions and expectations and calling MCPS to task.

Dr. O'Toole stated that they were not going to establish another Level 5 segregated placement. They were going to put the extra resources into the local school which would make it a more intensive program than the traditional Level 4 program.

Mrs. Praisner said they had a master plan for placement of special education and alternative programs within the schools. The recommendation was for a central Level 5 SED program. As a counter to that recommendation for a central program, they were suggesting modifying some Level 4 programs in each of the administrative areas. They would be somewhere between a Level 4 and Level 5 program. This seemed to mean they would not be creating a new Level 4 program but modifying existing programs. She assumed they would do an evaluation which looked at whether this was the worthwhile way to go. Since this kind of program was or was not now in their master plan, she asked whether they had done any assessments of what criteria they would use. One concern was the impact on the local school of these programs. She asked about criteria for the selection of the schools for this program and about discussions with the local staff to determine what supports they needed. The local schools were saying that they needed more support and help with the regular program. She was not sure they had done an assessment of the impact of these classes on the local school. She asked what criteria they would use to determine what was the best school. For example, what other classes or programs were they going to say should or should not be there in order to make this program work.

Mr. Ewing stated that one of the things in the task force report was the nature of the problem in the county today. He said the problem was one that they had a hard time defining. They knew that throughout the school system there was an increasing problem with students who might not be seriously emotionally disturbed but with students who were having emotional problems from time to time. For this reason the elementary principals had stated several years ago that their first priority was more elementary school counselors because they needed help in coping with those problems. It seemed to him that in order to provide the assistance that all principals and all teachers needed, they had to move ahead in this area and in a fairly substantial way. While he understood Dr. Pitt's concern over the budget, he stressed they had a rising problem and one they had not yet come to grips with. He stated that they had to get on with this because it affected not just the students who were disturbed but every classroom in the school system.

Dr. Cronin asked staff to provide a response to his question about coordination with other county agencies. Dr. Shoenberg thanked staff for their efforts and thoughtful response. He indicated that the Board would return to this topic in the future.

Re: INDUCTION AND STAFF DEVELOPMENT
COMMITTEES

Dr. Pitt stated he thought it would be of help to the Board to hear

from these committees. These committees focused on a group making decisions other than the superintendent and having some pilot schools that were trying some different things related to the recommendations of the Commission on Excellence.

Dr. Stan Fagen, director of staff development, introduced Mike Glascoe, principal of Einstein HS; Bill Romack, social studies teacher; and Kitty Blumsack, training specialist. Dr. Fagen said that on the one hand they were speaking for the countywide staff development management team which helped set policy and provide ideas for training and in addition they were implementing the pilot project on staff development which was taking place in ten schools. It was their belief that staff development could be a real source of energy and direction for schools that would help schools get to where they needed to go. They were providing a means for schools to own a program of training for all the people in their building to enable each person to develop a professional plan for themselves as well as supporting the management objectives of the school.

Mr. Glascoe reported that last year as a result of Dr. Pitt's directive they went forth with their ideas about staff development and collaboration within the schools with MCEA, MCCSSE, and MCAASP to build a base for training needs in schools. The committee finally selected ten pilot schools. He and Mr. Romack had visited with the three groups to inform them of the application process. After the pilot schools had been selected, representatives from the schools went to Coolfont for training on how to implement their programs. The committee had told the schools that this was to be an experiment and no one would dictate exactly what the schools were to do. They also gave schools computers to help them work through the process of developing their programs and keep records. This would also help the committee evaluate the process. Mr. Glascoe said it was the committee's decision to split up and serve as mentors and resource persons to the ten pilot schools.

Mr. Romack reported that each of the pilots had developed an identity of their own. Each school had met with their staffs and developed very active staff development committees within the schools. They had membership from all three groups. Weller Road had appointed a school secretary as staff development coordinator. Pilot schools were assessing the needs of the individuals in the schools, and each school had developed a management plan and a training program. Each pilot school was supporting school objectives and individual growth within the school. They had allocated \$5,000 to each of the schools for their staff development programs, and each school had a \$2,500 stipend for the staff development coordinator. Schools were using the computers to support the programs. For example, Damascus High School had an enormous amount of information on individual needs of their faculty. He reported that they were seeing a lot of enthusiasm in all of the pilot schools.

Ms. Blumsack stated that the next steps were to develop a computerized bank of resources, human and material. They hoped that a teacher would be able to dial in and access resources, and in the

future this might ease registration for courses and workshops. They were working with DEA on evaluation and looking at school climate, the involvement of staff in training, and the attainment of the school's objectives for training as well as individual professional development goals. She indicated that they were continuing to train the chairs of these committees, and in February they would meet with the principals of the pilot schools to gather information. In June after school was out, there would be another workshop for teachers and staff.

Mrs. Praisner asked for information about the evaluation and where they were after the year. Dr. Pitt replied that they had committed themselves to two years, and at the end of that period they would have evaluative data and make a judgment about further projects. They wanted to do this without incurring considerable additional costs. The goal would be to see if they could utilize the resources in staff development in a different way to support local schools, groups of schools, or groups of people.

It seemed to Mrs. Praisner that the first year was an identification of what might be appropriate staff development activities. She asked whether that staff development activity would have taken place by the end of the year. Dr. Fagen replied that almost every school would have done some things including schoolwide activities on their priorities in their management plan. However, schools had been told that they should think two to three years. Dr. Pitt added that one of the problems was that they might not have enough data at the end of two years, and staff was already asking about the possibility of extending the pilots.

Mrs. Praisner said that the assumption was that next year they would take this to a higher developmental level. She asked whether there were any problems with the issue of the computer data bank. Dr. Fagen commended Tom Koehler and Steve Raucher for the support they had given to schools. A package had been selected and staffs had been trained. The next step was designing a way of pulling together all of the training resources they had.

Dr. Cronin reminded them that they had two pilots working. The other one was the larger issue of allowing this kind of local autonomy to continue to take place. He said the bigger question was whether they could step back and say to staff, "you are capable and we don't have to do everything at this table." The success he was seeing here was evidence they ought to expand the first pilot which was to create more pilots. Mr. Glascoe commented that they had had to grapple with the whole idea of saying, "go forth and create some things and we have no guidelines to give you." They had gone from thinking about

centrally developed guidelines to letting the schools make their own decisions.

Dr. Pitt stated that each school had a management plan in terms of achievement of their young people in terms of Board priorities. One of the goals here was training to support that management plan. The

second one was to provide support for that faculty itself to have some flexibility in what they felt they needed to do the job. Ms. Blumsack pointed out that schools were gaining management experience in allocating the \$5,000 given to them.

Dr. Fagen noted that they would have to think about the quality of items going into the data base. They were talking about courses available to people, workshop modules, trainers available, materials available, etc. They wanted information from the schools to come through staff development in terms of the quality of these training resources. It seemed to Mrs. Praisner they would have some kind of descriptions to show what would support what objectives so that people could enter the data base and look for those kinds of items. Dr. Shoenberg was struck by the comparison between this discussion and the previous one. Both were system-wide priorities involving staff training and the felt needs of the individual schools for that training. The other issue was the difficulty in striking a balance. Dr. Pitt commented that if the management plan focused on their priorities, it tied together. The issue was whether this was feasible in terms of the economics involved. The second issue was whether the tremendous enthusiasm they were seeing now would stay in the future. It occurred to Dr. Shoenberg that when the Board considered its priorities it should ask the individual schools what their priorities were.

Dr. Pitt reported that he had put some money in the budget for the pilot schools, and they had given the committees the flexibility to use the funds. However, if they had to provide the same kinds of funds to all schools, they would not be able to do it. Therefore, the issue was whether these pilots could be replicated without spending the \$5,000 per school or could they move some money they already had.

Dr. Dawn Thomas, induction advisory committee chair, introduced Bonnie Cullison; David Chase; Al Eisel; Mary Elizabeth Lacy; Bill Snyder, principal of Seven Locks; two new teachers, Margie Kennedy and Mindi Flax; and Janice Salata-Jenkins, an experienced teacher. She said that the Commission on Excellence referenced teacher induction and encouraged the school system to have a stronger program for all teachers but especially new teachers. In 1987-88 an induction work group was established and recommended a comprehensive system-wide teacher induction program with several proposed pilots. One of them was the teacher consultant pilot operated by staff development. It took an experienced teacher and paired that teacher with three new teachers; however, all four of those people were in four different schools. They met after school on their own time to work with each other. A second pilot which they had not tried called for an induction coordinator. The third pilot was the local school support team pilot. Dr. Pitt put together an induction advisory committee in October 1988.

Dr. Thomas reported that by February 2, 1989, the pilots were operational in ten elementary schools. They established criteria and selected ten schools from those applying. The schools selected

colleague teachers and developed a school-based process. Those teachers were sent to a two-day training workshop with the induction committee and an outside consultant, Bruce McKay. They were operational from February through June and were now in their second year. They had done several evaluations of the program which showed a high success rate and positive outcome.

Dr. Thomas said that the LSST was intended to be a school-based program designed as a one-on-one program, an experienced teacher working with a beginning teacher. The teacher could be new to Montgomery County or new to teaching. The colleague teacher received \$1,600 a year, and the new teacher and colleague teacher got a half-day released time a month to work together, observe, plan, and prepare. They also worked on a professional development plan which was what the new teacher felt he or she needed to work on. They had requested a second year for this pilot using the same ten schools so they could see what happened to the program because it was designed as a two-year program.

Mr. Chase explained that the private and corporate sector referred to this as employee training. New employees were provided with instruction and support to represent their unique products and services. MCPS was training new and beginning teachers to offer the curriculum to the student population. The LSST model was one of the great success stories toward the goal of recruiting and retaining the type of teacher they wanted in Montgomery County. Participants liked the immediacy by which a new teacher could receive assistance from the veteran teacher on a one-to-one basis in the same building. They liked the time for the two teachers to plan together and observe each other teaching.

Mr. Chase believed that new teachers brought new energy, fresh ideas, excitement, and enthusiasm to the veteran educator. Experienced teachers shared their knowledge of curriculum implementation and expertise in dealing with the school environment and community as well as their understanding of children and how they learned. Principals had found new hands to assist new teachers and had found a tremendous amount of growth in all teachers participating in the project. The committee believed this was an excellent example of and an important step toward achieving Board Priority 3.

Ms. Flax reported that she had been teaching for about a year and a half and was fortunate to be part of the induction pilot program. It helped her to have someone working with her, and they had used their half days to go out to other schools to find answers to questions she might have that the veteran teacher could not answer. Ms. Flax was also able to use the expertise of other teachers in her school. In the second year it had been just as helpful because she knew more about what she did not know. She indicated that she had been able to teach her mentor several things she had learned in college. In addition, she had brought strategies and techniques back from the other schools to share with her school.

Ms. Kennedy commented that the pilot program had been helpful to her

and to her colleague teacher, to the other teachers in the school, and especially to the students. She had used the half day for planning and visiting other schools. She tried new techniques in her classroom, and the colleague teacher had been there to advise her. She had shared these techniques with other staff members. Last year she had taught second grade, and this year she was teaching second and third grade. The program was very helpful this year with the third grade program. She felt that the person was not judging her but rather was there to help her off the rough spots. Ms. Flax added that they had talked with other beginning teachers without the program, they could see the difference in what they knew about networking and resources.

Ms. Salata-Jenkins reported that 21 years ago she had started as a teacher in Montgomery County and was given a stack of manuals, a classroom, and told to get in there and teach. There were a lot of things in the classroom that she was not prepared for. So many things happened on a day-to-day basis that they could not plan for and find out in four years of college. She was honored that she was asked to be an LSST member and share the experiences she had collected in the last 21 years. They had a half-day to sit down and work out their professional development program, but it was not enough. She commented that they should have had this program many years ago, and she believed that the children had benefitted from this program.

Mr. Snyder stated that the model enabled them to implement a program based on the needs of the local school. As a principal in a small school, he did have many of the supports that larger schools had such as a curriculum coordinator or assistant principal. Up until now the responsibility for being the educational leader and the helpmate for brand new teachers and the evaluator were all rolled up into one person. The LSST model provided for a separation of the evaluation and helping roles. There were not additional help agents available in the school. One of his colleague teachers, a 22-year veteran, commented that this was the first time she had ever felt that she had something worthwhile to share. Another aspect was the immediate availability of help in the school. Colleague teachers did not have expertise in all areas and called upon other staff members.

Competitiveness disappeared, and the important thing was the success of the teacher new to the building. He pointed out that if they were any other business, new employees would work under the direction of a master person.

Dr. Pitt stated that the model had the potential to be used countywide because it was not highly expensive. The model was based on the local school's selecting the colleague teacher and committing themselves to working with the teacher along with that colleague teacher. He felt that this pilot was probably further along in terms of collecting data.

Dr. Cronin asked what benefits new teachers brought to the school.

Ms. Flax replied that they brought ideas from other schools. For example, she had been able to find out more information about computers because she had the time to do this. Because of courses at the University of Maryland, she was able to share information with other teachers and the principal about cooperative learning. Ms. Kennedy added that she had had an interest in college in whole language and was able to share this with her fellow teachers. Dr. Shoenberg thanked staff for their presentation.

Re: DISCUSSION OF PROPOSED POLICY ON HIRING
EXPERIENCED TEACHERS

This item was postponed until January 9, 1990.

Re: CONSTRUCTION PROGRESS REPORT

Mr. Richard Hawes, director of construction, reported that Montgomery Knolls and Laytonsville were at about the same stage of completion. Approximately 50 percent of the classrooms were ready for students along with the media center and administrative area. New furniture would be moved into both of these schools starting tomorrow. Most of the movement of supplies, equipment, and furniture would take place over the winter holidays. All spaces in both buildings should be ready on January 2, and staff did not anticipate any major problems.

Dr. Cronin inquired about Highland. Mr. Hawes replied that they had problems there with the heating system and they were still working on it. They also had problems in setting up the communications lab. He hoped that they could wrap this up by January 15. Mr. Hawes reported that Kentlands was back on schedule and had an excellent contractor. Olney was a tad behind schedule, and the contractor hoped to catch up over the winter break.

Re: DISCUSSION OF PROPOSAL ON PREVENTION OF
DRUG ABUSE

Dr. Shoenberg said the discussion was to be based on a proposal that came from Mr. Ewing and Mr. Goldensohn. It also included a report of school system activities in this area.

Mr. Ewing recalled that the motion adopted by the Board said the Board would schedule a time to review and act on their proposal. He assumed that the action would come at a subsequent time. Their proposal was a set of five objectives which contained a description and a series of actions to achieve the objectives. Some of these, as their proposal indicated, were underway, but it seemed to him that it was important for the Board to be clear and state its policy. The intent was not to overturn or object to or be critical of anything that had been done to date, but to attempt to give that a framework and to fill in some gaps. One was the issue of security assistants, and they had provided a suggestion of how this might be done. Recent discussions with student groups suggested to him that they were concerned about the extent to which schools were drug free and free of criminal activity. This was not said to be critical of what had

gone on but to suggest some further action in that regard in order to increase the level of security and safety in schools. Their first objective ought to be to make sure school buildings and grounds were safe.

Mr. Ewing suggested that it would be useful to have the superintendent comment on each of the proposals before the Board took action. However, this was not what the superintendent had provided today although it was useful and helpful. Dr. Pitt explained that the paper he provided was background on what they were doing. Mr. Goldensohn recalled that they had not asked the superintendent to come back item by item. He said it might be appropriate to schedule this when the superintendent provided his recommendations point by point. Dr. Pitt explained that his reaction would be a question of cost and his best judgment.

Dr. Shoenberg agreed that the proposal did need to come to the Board for action and noted that most items had budget implications. He suggested dealing with this at the January evening meeting after the superintendent's budget had been presented. He asked the superintendent to provide his comments on the statement of objectives and any proposed rewording. Secondly, the superintendent was to comment on the specific lettered items that were proposed. Most of these would be in budgetary terms. In the course of the budget discussion, Mr. Ewing and Mr. Goldensohn might wish to introduce those items as specific amendments to the budget. Mr. Ewing thought this proposal was reasonable. He and Mr. Goldensohn could separate out those items that were not budget related.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner recalled that the Board's committee on minority student education had made a recommendation about attracting minority candidates to the school system. She had asked what other school jurisdictions were doing in this area and while the response was not focused on minority candidates there were some interesting ideas. She asked that the superintendent's memo of December 5 be sent to the Board's committee.

2. Mr. Goldensohn reported that yesterday he had attended a meeting at the White House on the campaign against drunk driving. In the two hour session, the president signed a statement recognizing that drunk driving and alcohol abuse was a national crisis. He indicated that Councilman Hanna, Delegate Boergers, and Tom Warren, principal of Quince Orchard High School, were in attendance. Mr. Goldensohn indicated that he would have more to say on this subject in the future.

3. Mrs. DiFonzo said that for several years she had been a judge on the Century III Leadership Scholarship Committee. This was sponsored by Shell Oil and the National Association of Secondary School Principals. While academic achievement was a portion of the points accumulated by youngsters, the scholarships were not based strictly on academics. The national competition was held in the spring in

Williamsburg, and the winners could then go on to get scholarship money for graduate school. She was bothered that so few high schools in Montgomery County had youngsters who competed in that program. There could be a winner from every high school, and there was a lot of money at stake. She wished that MCPS students knew more about these scholarships, and she hoped that staff could communicate with the schools and guidance counselors about this program.

RESOLUTION NO. 762-89 Re: EXECUTIVE SESSION - JANUARY 9, 1990

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Praisner, 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 January 9, 1990, at 9 a.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business; and be it further

RESOLVED, That such meeting continue in executive closed session at noon to discuss the matters listed above as permitted under Article 76A, Section 11(a) and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 763-89 Re: APPROVAL OF CALENDAR FOR STUDENT BOARD MEMBER ELECTION

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

RESOLVED, That the Board of Education adopt the calendar proposed by MCR for the election of the student Board member for 1990-91.

RESOLUTION NO. 764-89 Re: APPOINTMENT OF MEMBER TO THE MONTGOMERY COUNTY ADVISORY COUNCIL FOR VOCATIONAL TECHNICAL EDUCATION

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

unanimously:

WHEREAS, The Montgomery County Advisory Council for Vocational-Technical Education has been active since its establishment in 1977; and

WHEREAS, The subcommittee on membership is charged with maintaining the membership; and

WHEREAS, A vacancy now exists on the council due to resignation of one member; and

WHEREAS, The vacancy for the council has been advertised as directed by the Board of Education; and

WHEREAS, In accordance with the Board-approved recruitment and selection procedures, the nominee listed below was recommended by the Montgomery County Advisory Council; and

WHEREAS, Members are appointed by the Board of Education through the superintendent; now therefore be it

RESOLVED, That the Board of Education appoint the following person to complete one unexpired term terminating June 30, 1991:

Leila Sephri, student at Watkins Mill High School

RESOLUTION NO. 765-89 Re: APPOINTMENT OF MEMBERS TO THE CITIZENS' ADVISORY COMMITTEE FOR CAREER AND VOCATIONAL EDUCATION

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

WHEREAS, The Citizens' Advisory Committee for Career and Vocational Education has been active since its establishment in 1972; and

WHEREAS, The subcommittee on membership is charged with maintaining the membership; and

WHEREAS, Vacancies now exist on the committee due to the resignation or expiration of the terms of several members; and

WHEREAS, The vacancies for the committee have been advertised as directed by the Board of Education; and

WHEREAS, In accordance with the Board-approved recruitment and selection procedures, the nominees listed below were recommended by the Citizens' Advisory Committee; and

WHEREAS, Members are appointed by the Board of Education through the superintendent; now therefore be it

RESOLVED, That the Board of Education appoint the following person to complete an unexpired term ending June 30, 1991:

Ms. Mallary Tytel

and be it further

RESOLVED, That the Board of Education appoint the following person to complete an unexpired term ending June 30, 1990:

Mr. Stephen Lamphier

and be it further

RESOLVED, That the Board of Education appoint the following student to a one-year term effective January 1, 1990, and terminating December 31, 1990:

Ms. Amy Earp

RESOLUTION NO. 766-89 Re: APPOINTMENT OF MEMBERS TO THE ADVISORY COMMITTEE ON COUNSELING AND GUIDANCE

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

WHEREAS, In accordance with the Policy Statement on Counseling and Guidance adopted by the Board of Education on October 22, 1973, revised and adopted June 12, 1979, the members of the Advisory Committee on Counseling and Guidance are appointed by the Board; now therefore be it

RESOLVED, That the following two persons be appointed to serve unexpired terms through June 30, 1990:

Ms. Sandra Goepfert (counselor)
Dr. Miriam Raskin (parent)

and be it further

RESOLVED, That the following person be appointed to serve an unexpired term through December 31, 1990:

Ms. Esperanza Diecklaus (counselor)

and be it further

RESOLVED, That the following student be reappointed to serve through December 31, 1990:

Ms. Karyn Steinbach

and be it further

RESOLVED, That the following students be appointed to serve from January 1, 1990, through December 31, 1990:

Megal Witt	Anice Schervish
Sandra Chao	Jeff Baker
Neil Paul Molino	

RESOLUTION NO. 767-89 Re: CITIZENS ADVISORY COMMITTEE FOR FAMILY LIFE AND HUMAN DEVELOPMENT

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

WHEREAS, COMAR 13A.04.01 requires that each local education agency have a Citizens Advisory Committee for Family Life and Human Development; and

WHEREAS, Montgomery County has had such a committee since 1970, consisting of representatives of various civic associations and religious groups, community members at large, and student representatives; and

WHEREAS, Membership on the committee is for a two-year term; now therefore be it

RESOLVED, That the following individuals be appointed to serve the remainder of an unexpired term, through June 30, 1991:

Dr. Robert Raspa (4H)	Mrs. Barbara Ruppert (Area 2)
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and be it further

RESOLVED, That the following individuals be appointed to two-year terms, effective January 1, 1990, and terminating December 31, 1991:

Mr. Robert Pine (MCEA)	Mr. Paul Plaia, Sr. (Knights of Columbus)
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and be it further

RESOLVED, That the following student be reappointed through December 31, 1990:

Jodie Fisher

and be it further

RESOLVED, That the following students be appointed to serve one-year terms effective January 1, 1990, and terminating December 31, 1990:

Shervin Pischevar

Leslie Wood

RESOLUTION NO. 768-89 Re: APPOINTMENT OF MEMBERS OF THE MENTAL
HEALTH ADVISORY COMMITTEE

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

WHEREAS, In accordance with the Board of Education resolution
establishing a Mental Health Advisory Committee adopted on June 13,
1989; and

WHEREAS, The members of the committee are appointed by the Board of
Education; now therefore be it

RESOLVED, That the following person be appointed to the Mental Health
Advisory Committee to serve through December 31, 1990:

Ms. Glory Folker (Special/Alternative Ed)

and be it further

RESOLVED, That the following person be appointed to the Mental Health
Advisory Committee to serve through June 30, 1991:

Ms. Kathy McGuire (OIPD)

and be it further

RESOLVED, That the following students be appointed to the Mental
Health Advisory Committee to serve through December 31, 1990:

Ms. Renee Bartley

Ms. Jenny Sounder

RESOLUTION NO. 769-89 Re: APPOINTMENTS TO THE TITLE IX ADVISORY
COMMITTEE

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

WHEREAS, The Board of Education determined on July 19, 1977, that a
Title IX Advisory Committee should be established; and

WHEREAS, The members of the committee are appointed by the Board; now
therefore be it

RESOLVED, That the following persons be reappointed to serve through
December 31, 1991:

Ms. Antoinette Negro

Ms. Nguyen Minh Chau

Dr. Sandra Takai, Montgomery County Health Department
Dr. Jerry Shier, Montgomery County Health Department

RESOLUTION NO. 771-89 Re: APPOINTMENT OF MEMBERS TO THE ADVISORY
COMMITTEE ON MINORITY STUDENT EDUCATION

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

WHEREAS, In accordance with the Revision of the Composition and Charge to the Advisory Committee on Minority Student Education adopted by the Board of Education on July 27, 1987, the members are appointed by the Board of Education; now therefore be it

RESOLVED, That the following persons be reappointed to the Advisory Committee on Minority Student Education to serve through December 31, 1991:

Dr. James Moone	Mr. Keith Prouty	Dr. Riley Chung
Mr. Edgar Gonzalez	Ms. Sunny Lee	Dr. Alaka Wali
Mr. James Fernandez	Mr. Emilio Perche Rivas	

and be it further

RESOLVED, That the following persons be appointed to the Advisory Committee on Minority Student Education to serve through December 31, 1991:

Mr. Jung-hui Hou	Mr. John Hoven	Ms. Ana Sol Gutierrez
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and be it further

RESOLVED, That the following students be reappointed to serve through December 1, 1990:

Linda Chen	Jeremi Duru
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and be it further

RESOLVED, That the following student be appointed to serve from January 1, 1990, through December 31, 1990:

Carmen Boone

RESOLUTION NO. 772-89 Re: POLICY ON TUITION REIMBURSEMENT FOR
BOARD MEMBERS

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

RESOLVED, That the Board of Education establish a policy that Board members' tuition costs for college credit or continuing education courses would not be reimbursable.

RESOLUTION NO. 773-89 Re: MINUTES OF NOVEMBER 16 AND 20, 1989

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

RESOLVED, That the minutes of November 16 and 20, 1989, be approved.

RESOLUTION NO. 774-89 Re: BOE APPEAL NO. 1989-28

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

RESOLVED, That BOE Appeal No. 1989-28 (student transfer) be dismissed.

RESOLUTION NO. 775-89 Re: COMMENDATION ON ACT-SO

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

WHEREAS, The National Association for the Advancement of Colored People (NAACP) has sponsored, on a national basis since 1976, a youth-development program called ACT-SO, an acronym for Afro-Academic, Cultural, Technological and Scientific Olympics, that provides opportunities for black youths to compete and achieve in 22 academically-related fields; and

WHEREAS, During the last four years nearly 500 Montgomery County youth have participated in ACT-SO with the assistance of the Montgomery County Chapter of the NAACP and many MCPS staff; and

WHEREAS, Through the partnership of NAACP and MCPS staff, many students are provided with coaches, mentors, and counselors in subject areas that extend beyond their regular classroom assignments; and

WHEREAS, The superintendent and the members of the Board have supported ACT-SO activities by disseminating information on the program throughout the school system; now therefore be it

RESOLVED, That the superintendent of schools and the members of the Board of Education commend the Montgomery County Chapter of the NAACP and MCPS staff members for ACT-SO efforts which support Priority II efforts; and be it further

RESOLVED, That the superintendent of schools and members of the Board extend congratulations to Marcus R. Johnson, national silver medal

winner in instrumental music-contemporary, who is a 1989 graduate of Montgomery Blair High School.

Re: NEW BUSINESS

1. Mrs. Praisner moved and Ms. Serino seconded the following:

WHEREAS, MCPS has eliminated the 9th grade at its mid level schools;

and

WHEREAS, In the past the presence of the 9th grade led mid level schools to implement practices and procedures usually found in high schools; and

WHEREAS, National, state and local reports have all spoken of the need to shape the mid level school to meet the developmental and academic needs of the preadolescent, and to move from the concept of "junior high school"; and

WHEREAS, National Honor Society chapters are more in keeping with a high school setting; and

WHEREAS, There are other methods available for schools to recognize student achievements that are more in keeping with the mid level concept; now therefore be it

RESOLVED, That effective September 1990, Montgomery County Public Schools will eliminate all Junior National Honor Societies; and be it further

RESOLVED, That mid level schools are encouraged to continue to develop local programs and practices to recognize student accomplishments.

2. Mr. Ewing asked whether it was necessary to have a motion to schedule action on the SED report or whether it would be brought to the Board for action. Dr. Shoenberg assumed that some of the recommendations would come to the Board as budget items, and he suggested that Board members might want to introduce specific motions on these recommendations. He indicated that it would be very difficult to take action on the report as a whole. Mr. Ewing had a similar question on the report of the minority student education group, and Dr. Shoenberg said that would be a similar situation. He noted that the exception here was that the Board would postpone further response to await the report of the consultant. Dr. Pitt said that in this case staff was proceeding to take some steps as a result of these recommendations. Mr. Ewing believed that it was the Board's job to take action on these recommendations.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Monthly Financial Report

Re: ADJOURNMENT

The president adjourned the meeting at 6:20 p.m.

PRESIDENT

SECRETARY

HP:mlw