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27-1990

Rockville, Maryland
June 12, 1990

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, June 12, 1990, at 9:10 a.m.

ROLL CALL Present: Dr. Robert E. Shoenberg, President
 in the Chair
 Dr. James E. Cronin
 Mr. Blair G. Ewing*
 Mr. Bruce A. Goldensohn
 Mrs. Catherine E. Hobbs
 Mrs. Marilyn J. Praisner
 Ms. Alison Serino

 Absent: Mrs. Sharon DiFonzo

 Others Present: Dr. Harry Pitt, Superintendent
 Dr. Paul L. Vance, Deputy Superintendent
 Mr. Thomas S. Fess, Parliamentarian
 Mr. David Chang, Board Member-elect

#indicates student vote does not count. Four votes are needed for adoption.

RESOLUTION NO. 343-90 Re: RETIREMENT OF MONTGOMERY COUNTY
 PUBLIC SCHOOLS PERSONNEL

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

WHEREAS, The persons listed below are retiring from Montgomery County Public Schools; and

WHEREAS, Each person, through outstanding performance of duties and dedication to the education of our youth, has made a significant contribution to the school system which is worthy of special commendation; now therefore be it

RESOLVED, That the members of the Board of Education express their sincere appreciation to each person for faithful service to the school system and to the children of the county and also extend to each one best wishes for the future; and be it further

RESOLVED, That this resolution be made part of the minutes of the meeting and a copy be forwarded to each retiree. (TO BE APPENDED TO THESE MINUTES).

*Mr. Ewing joined the meeting at this point.

RESOLUTION NO. 344-90 Re: BOARD AGENDA - JUNE 12, 1990

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

RESOLVED, That the Board of Education adopt its agenda for June 12, 1990.

Re: ANNOUNCEMENT

Dr. Shoenberg announced that Mrs. DiFonzo would be unable to join the Board today because of an illness in her family.

Re: MONTGOMERY EXCEPTIONAL LEADER
PROGRAM

Dr. Shoenberg stated that an unusual honor had come to the Montgomery County Public Schools and its students and employees. The award was called an "Annie" for Mrs. Annie Glenn, wife of Senator John Glenn. The award was presented to MCPS by the National Council on Communication Disorders for the Montgomery County Exceptional Leader Program. The program was the joint effort of Louise Colodzin, Stan Fagen, and Cory Moore. In this program, high school special education students formed teams made up of people with various disabilities and visited elementary schools to speak to fourth and fifth grade students about their disabilities. Dr. Pitt added that the program had been in existence for three years, and the students had visited 36 elementary schools. Dr. Shoenberg thanked Ms. Colodzin, Dr. Fagen, and Mrs. Moore for the honor they had brought to MCPS.

Re: GOAL SETTING

Dr. Shoenberg expressed thanks to Dr. Kenneth Muir, supervisor of management and planning services, for providing material on the three related issues they were to discuss. The three issues were the extent of services to students or how could the schools respond to the myriad needs of children in the schools, recognizing that many of those needs could not be met by services that the schools provided directly; differentiation of programs and how long and how extensively they were going to go on having special programs for large numbers of students as opposed to integrating those programs more into regular schools and regular classrooms; and the integration of students of different racial and ethnic backgrounds because students resegregated themselves by racial and ethnic group. These were all significant national issues and had been raised by a number of organizations.

Dr. Pitt said he wanted to talk about the idea of coordinated case management for young people. The Casey Foundation had two pilots going in Maryland, one in Prince George's County and one in Baltimore City. The concept was to coordinate all the resources needed by a family that might be at risk. The case manager might be a school person or a social services person or a health department person. All of the resources focused on that family worked through that case manager. Sometimes three or four agencies were working with one family, and there was no coordination. The benefits from this arrangement were coordination of services and better use of existing resources. The problems involved had to do with the ownership that each group felt about their services. They had been talking to the state about this, and he thought that the school system ought to pursue this and give some leadership here.

Dr. Shoenberg pointed out that the first item in the packet came from a manual prepared under the sponsorship of the Casey Foundation and reflected the notion of case management. The Foundation had funded projects in five small cities to address the problems of coordination of public services; however, this was not specifically school-focused. Dr. Shoenberg stated that one issue was where the leadership policy-setting resided for this kind of service coordination. There were a number of models possible, and he would be interested in the views of Board members. If they were talking about school children, it was quite possible for the Board of Education to assume that leadership. There might be a parallel body created at the county level to address these issues. There might be a Board of social services with independent authority to set policy for coordinated services. One of the major barriers to coordination was the inconsistency of policies and laws governing the functioning of the service providers.

Dr. Cronin was not sure they needed an independent body, and he thought they might have a coordinated body bringing in the various elements that set policy and did funding. The body would have the authority to intercede and coordinate. The key problem was communication and what services were available and how this was communicated to the school, the parents, and other agencies.

Dr. Pitt reported that they had made some very minor strides in this area. Dr. Carl Smith, associate superintendent, was part of a group meeting on a county level. Part of the problem had to do with the structure of some of these services going beyond the county to the state, especially in terms of health services. He thought there had to be more than a coordinating body. There had to be some significant changes in the delivery program. The idea of the Casey Foundation was the giving up of authority. They had found there was a willingness to cooperate, but not a willingness to give up authority and funding.

Dr. Cronin related that he had served on a committee on hate/violence, and they had talked a lot about the problem. However, no one felt empowered to come up with a plan and suggest a coordination of a variety of efforts. He asked whether Dr. Smith's group was doing anything to change the process or were they simply talking about it.

Dr. Smith replied that the group was doing a little bit of both. However, they had not gotten to the heart of the issue of shared responsibility because it was difficult to do that across governmental agencies. Dr. Cronin asked if there could be a discussion of budget and budget priorities as they were submitted next year for all agencies. Dr. Smith said the group could discuss this, but he was not sure the members of the group played key roles in budgeting.

Dr. Shoenberg asked about what it would take to get Dr. Smith's group to move and do more than just nibble around the edges of the problem. He wondered if they needed outside money or a dictum from the county executive or County Council to do this. Dr. Smith was not sure he had an answer to that. They had a lot of goodwill, but they came into the issues of children and their families from very different perspectives. When they had a child in a school needing services, they did whatever was necessary to provide those services and tried to coordinate with other county agencies. The division of responsibilities for families was difficult to overcome because everyone had a piece of the action. He thought that the case manager approach might be the vehicle to bring this together.

Mr. Ewing commented that one of the things that struck him about the paper prepared by the Center for Human Resources at Brandeis was that the development of an effective case management system called for heavy up-front expenses but could become cost effective over the long run. It seemed to him that there was a danger in adopting this kind of an approach because there were two things that could cause it to fail. They might assume that if they went with case management all by itself it would solve the problem. The second was that they might not put the resources into it that it took to make it really work.

Mr. Ewing pointed out that in Montgomery County case management might have to address the needs of 5,000 children and their families. Having case management work effectively for those numbers would not be something a teacher or a counselor could do during their off hours. It would be time consuming and, therefore, costly. The danger there was that the county might not put the resources into it, and it might be concluded at the end that they served only a few people and did not do it well. He thought there was a concern not only around this table but around the county about the number of students who seemed not to

be able to get the services that they needed. Therefore, if they thought this was a good idea, it probably should be something they got agreement on from the county before it was launched. It should not be left to a committee to attempt to work out something to which there was not commitment at a policy level.

Mr. Ewing stated that there were a couple of other things that needed to happen. He thought that access to services, even with case management, was critical. If they had a wonderful case management system and parents could not get to the services, case management would fail. Access meant that people had to be able to get to the services or the services had to go to them. Services had to be near public transportation or be offered in neighborhoods. Finally there had to be a commitment for people to recognize that in addition to giving up authority, they had to restructure the way in which the services worked and the concepts defining those services.

Mr. Ewing explained that in the Defense Department they called all of those separate sets of responsibilities "stove pipes." All the energy and all the need went one way and touched nothing else. Restructuring was something that had to be committed to at the policy level. They could not expect this to be accomplished through a committee. They had to recognize that this would cost some money and that downstream it would be cost effective. They should make this case and give some examples of people who had been helped even under the current circumstances and who had become productive citizens rather than remaining on welfare. This would give them some notion of a cost benefit of this kind of an approach.

Mrs. Praisner reported that Mr. Ewing had made many of the comments she had been prepared to make. She had used the phrase "case manager" when they had talked about delivery of services when they had had earlier discussions. They had talked about this, and now the problem was to take some initiative and put some specifics on the table of what they were talking about and how it would operate. She suggested that they might have a pilot or bring in some individuals from the Casey Foundation to talk to government leadership. They had to start talking about specifics rather than warm fuzzy ideas of what it would mean. She said that at this table their focus might be on the children of the county, but real case management meant that they were dealing with the entire family as well. There were benefits for the community and for the whole county. It was one thing to have a case management system when they had the services in place, but it was another thing when the services were not there. This was part of the problem because they had to restructure and to create from a standpoint of recognition of long-term deficiencies within the county in order to create long-term efficiencies. Therefore, it would be harder. She would like to see MCPS take some

initiative perhaps by inviting some individuals to come in and talk about their experiences in this process. Perhaps the Casey Foundation would be willing to come in. For example, the president's summit on education had brought the principal decision makers together. If they were going to try any of these things, they had to bring the principals together to talk about it and what might be achieved.

Dr. Pitt commented that there was a very interesting relationship between this and school flexibility. The school system itself had to be willing to give up a little bit of their authority. He agreed that restructuring was the key. For example, they might take all their pupil personnel workers and tie them into some county structure. However, they were a separate body from the county structure, and they would have to determine who was in charge and who paid the salaries. A few years ago they had some support people in the drug services who worked out of the area offices, but they were paid by the county and had a different salary structure. Therefore, MCPS had ended up with the people on their payroll.

Dr. Pitt thought they ought to explore this and sit down with people. However, they had to recognize MCPS had to give up some things to work this way. If they wanted to increase services, it would cost more money. He did believe they could be more efficient with the services they now had. He said that at the state level this was interesting because the school system related to the state and not the county. They also had to recognize that governmental bodies were run by elected people who changed; therefore, any commitments had to be made in a structured way. He commented that the case management concept itself wasn't as important to him as the concept of coordinating in a restructured way.

Dr. Cronin pointed out that they might have to give up a lot of authority. He thought that Mrs. Praisner was proposing starting the discussion with an eye toward a grant and a pilot program. While they had problems with the drug people, they now had the health techs in cooperation with the county. He agreed that they should investigate grants and look to the possibility of a pilot while they were bringing in people to talk about it.

Dr. Hiawatha Fountain, associate superintendent, reported that in the state they had a federal law 99-457 which dealt with infants and toddlers. They used the term "lead agency," and at the present time they were wrestling with the lead agency for Montgomery County. They were dealing with children from birth to age two. He thought that the Health Department had decided to accept the lead agency. The complication came after the selection of the lead agency as to what authority the lead agency would have to utilize the resources. The cost would not be in

additional resources for the particular agencies but was in the coordination. The lead agency would be a super agent which managed the other agents under it. For example, the lead agency would tell the school system what they needed to do and social services what they needed to do. The other complication was federal regulations, bylaws, and policies. He thought they could learn a lot from the Casey Foundation because they were wrestling with that right now.

In regard to cost, Dr. Shoenberg said that a standard caseload for a case worker in most agencies was about 20. If they had 5,000 students in need of services, it would take 250 case workers if they went to a pure model. On top of that they would have administrative support and costs for those people. He thought that the pure model was beyond what they could expect now, and before they got there they would have to consider policy, turf, and law.

Mrs. Praisner thought it was important for them to look more creatively at that format. They would not have the person just interacting with the child. A case manager for a family would be interacting and providing support from other agencies. It meant that in other departments they would not have someone else interacting with that family. The cost for that one person would not necessarily be duplicated by other departments. Dr. Shoenberg pointed out that there would still have to be people providing the services in the other agencies. The case manager would broker the services and would not provide the services. He did not think they were talking about a redistribution of current staff. They were talking about a system that worked a lot more efficiently and also involved a lot more people. He pointed out that social services was staffed to serve only those people in extreme need. This went back to Mr. Ewing's point about the adequacy of the system to provide the services even if the services could be brokered.

Dr. Smith thought that Mr. Ewing's notion of stove pipes was a very apt analogy to the way in which the agencies actually operated. This was one of the problems with pilots because pilots lasted only as long as the goodwill of the people involved. The goodwill frequently did not transfer into a different way of operating. If they were going to get to the point of real cooperation, they had to define a mission that was different. It would have to involve the county agencies and the school system differently. Dr. Cronin suggested that the pilot itself might be to define that mission.

Dr. Fountain explained that the federal law 99-457 contained an individualized family services plan which dealt with the need to serve the whole family even though the child might be the initiator. He was not sure they had to reinvent a lot of things

because there might be enough people in each of these agencies to redefine their jobs. The big piece was creating the bureaucracy to manage it. The staff estimated that in Montgomery County it would take \$500,000 to manage 99-457. Dr. Smith commented that this was part of the conundrum because they ended up creating a third bureaucracy to combine the efforts of two other bureaucracies.

Ms. Serino had hoped that they could discuss needs they felt were not being met. She was not familiar with the laws that might prohibit them from doing certain things. When she thought about extensive services, she thought about pregnant teens. She knew they were talking about a pilot, but she wanted to hear views about students having their children with them in school. Later today they would be discussing having drug users in schools and whether while being rehabilitated they should be educated in their own community. The issue had come up about health education and contraceptives in schools.

Ms. Ann Meyer, associate superintendent, stated that they encouraged pregnant students to stay in school as long as possible. They did everything possible to bring these students back to school including working with the school staff to try to help students find child care. At Gaithersburg High School they had a group of people meeting once a month as a case managing team to help students find employment in order to support the child and help to find child care. They also provided personal support to the student when decisions had to be made. Next year they would expand that program to Damascus High School. Ms. Serino thought there would be a pilot program at Blair next year. Dr. Smith replied that this would be the day care pilot.

Dr. Cronin said the second part of their discussion had to do with integrating students with special needs into the regular setting. If they were going to commit themselves to mainstreaming, it would be a contradiction to exclude pregnant students and students with drug problems. He felt these students should be served in the main population as long as they had assurances that the problems of these students would not disrupt the regular school. Dr. Cronin would be sharing some information on pregnancy programs in other school systems. Ms. Serino had learned of a program in Kansas and had heard reports about other programs.

Dr. Pitt recalled that a number of years ago they separated out pregnant students. They decided this was the wrong way to go for most children and that children were better off in a regular school setting as long as possible. They did have home instruction immediately prior to delivery and after delivery to keep up their education. They had talked about child care, and in a couple of instances they had had students bring their

children to school. Their concept now was to integrate the youngster as much as possible in the regular school program. However, some people argued that by doing this they were encouraging students to become pregnant. However, he would opt for integrating the youngster in a regular school program, if not in their home school.

Dr. Cronin commented that there was a kind of punitive element to some of these programs. This was the worst time in the life of a student to do that to them. The more supports they could put in, the better. Ms. Serino explained that she was not implying that the school system was not making efforts; however, the big issue she heard from students was the child care. Dr. Pitt reported that the state was now focusing in on that. The state was moving into a program where they would fund child care if the youngster was under 18. He wanted to find out more about this program and had asked Dr. Smith and Dr. Fountain to look into this. The funding would continue as long as the youngster was in school.

Ms. Meyer said that it took a lot of time to solve these problems. For example, they might be able to find child care, but there was no transportation to the child care and back to the school. She explained that it was very difficult and time consuming to coordinate all the services needed. Dr. Smith reported that the project proposed for Blair High School was an interagency effort. It was designed to help youngsters who were at risk to stay in school, and one of the components of that effort was a day care program available to students who had children.

Mr. Goldensohn asked whether it was fair to say that the closest thing they had to a case worker was a pupil personnel worker. Ms. Meyer agreed and pointed out that at the local school level it was often the counselor fulfilling this role. Mr. Goldensohn asked about the case load for the PPWs. Ms. Meyer replied that this was a little hard to define because they had some cases that were continuing and some they might be able to resolve in a short period of time. Dr. Pitt commented that PPWs were really not case workers. They were people who tried to give support to students and steer people in the right direction. He recalled that MCPS used to have social workers, and now they had a very few but the county had social workers. He thought that the social workers were the closest people they had to case workers. Mr. Goldensohn said that many PPWs would visit the home and direct families to county services.

Dr. Pitt explained that the case worker was a person who coordinated and pushed all the services given to a particular group including all members of the family. The pure case worker concept was a very costly one and one he was not sure would work totally. At present, juvenile authorities might be working with

the youngster, and MCPS might not be aware of that for a variety of reasons. A social worker might be working with the grandmother, and there might be a county health worker involved with a seriously ill family member. He pointed out that very rarely did these people talk to each other.

Dr. Shoenberg said they believed it was necessary for the school system to become involved at some level in seeing that these services are provided so that MCPS could do its job. This assumption undergirded their discussion. However, there were people who would not agree with that statement. They would say, "stick to educating the child."

Dr. Cronin asked whether the school system could ask students and their families if they were receiving services from other agencies. Dr. Fountain replied that while they could ask, the parents might not choose to reply. For this reason, case management was important. Often they found themselves reinventing the wheel or duplicating services. Dr. Smith added that there were confidentiality issues raised in asking the question. Mr. Ewing pointed out that they had a federal privacy act as well. Dr. Smith said that some people refused to complete the federal aid forms because they believed it was a violation of their privacy. Dr. Cronin asked if they could include a section on forms stating that "the following information is not required." Dr. Pitt believed that they would face a lot of resistance.

Dr. Pitt stated that Dr. Shoenberg had raised the question of who should provide these services. As superintendent, he recognized that they could not teach a child to read if the child was hungry. They could not educate a child if that child was being abused. However, he did not think the school system could take on all the responsibility. The focus had to be on getting commitments from other groups doing the same kind of work to assure coordination of services. For example, he would support having more social workers in the county government and perhaps eliminate some MCPS positions if he were certain that the county social workers would focus on the total family and not just the one family.

Dr. Cronin asked how those social workers would tell the school system that they were working with that family. Dr. Pitt said that the way to answer this was to have coordinated services in one grouping. There were laws dealing with how agencies operated that might be a problem. To do this would mean that the school system would have to give up some of its authority. He did not think the school system by itself could solve the problem. The services had to be integrated, and by being part of this integration, the school system would know what services were being given.

Dr. Vance remarked that he had not heard them discuss the desired outcome of what they had been talking about. It seemed to him that the desired outcome of the case management process was to lead the clients to a point where they were no longer dependent upon welfare or the case management process to make them productive citizens. He thought this was a crucial factor they needed to concentrate on.

Dr. Shoenberg said that the next two questions were on program differentiation and integration of schools. There were materials that talked about the ways that program differentiation tended to contribute to segregation of different groups within a school. He had attended a PTA meeting this year and had talked about the issue of integration. A student PTA representative spoke frankly about the degree to which honors classes tended to contribute to segregation in her school. At that level, the two issues were related. They had articles which spoke to treating special education students as a separate group, but they did not involve integration issues. Segregation of people with handicaps did pose an integration issue, but this was not what they had thought of when they talked about school integration. Therefore, he felt they could move back and forth between the two questions.

With regard to the differentiation of programs issue, it seemed to Mr. Ewing that when the Board took up the question at its retreat it would be good to have a description of the extent to which changes occurred in differentiation of program in a couple of areas of the school system. One might be how they had dealt over the years with special education students and the extent to which they had moved from separate to more integrated settings. Another might be how they had dealt with gifted and talented students. There were two trends here. The first was a trend toward greater integration of special education students into the regular classrooms, and the other trend was more segregation of gifted and talented students. It would be useful to have some background data on this and, to the extent they could identify it, what the reasons were for those trends. They should include the advantages and disadvantages of those.

In regard to integration itself, Mr. Ewing said that Dr. Shoenberg's point about honors classes contributing to racial isolation and gender isolation was a very important one. This was substantiated by the article on the subject of student interracial friendships. He thought that article was the most significant because the other articles dealt with extracurricular activities. This article dealt with the structure of the classroom and how that affected the ability to achieve school integration. He thought they were often pressed beyond what was beneficial to all students to isolate, to segregate, and to remove from regular classroom settings. They did that frequently, and they did it usually for good reasons. However,

they did need to reexamine the extent to which that was beneficial both to the students who were removed as well as to the students who were not.

Mr. Ewing hoped that as they focused on the third issue they would focus exactly on the kinds of issues that that article raised because what happened in the classroom was what happened most of the day for most students. Extracurricular events might be important in terms of providing cross racial and cross ethnic friendships and opportunities for understanding, but this was not where most students spent most of their time. Therefore, what happened in the classroom was very, very important. He hoped that the lessons from that article could be distilled for teachers because teachers made judgments in the classroom about how to respond to students. While they dealt with that issue in TESA, they did not always deal with it in the way the article suggested.

Dr. Cronin commented that Mr. Ewing was talking about that kind of systemic segregation issue. He would hope this was not deliberate but actions in one direction had negative effects in another direction. He was never sure where self segregation efforts were valid and where they had to take some efforts to break them down. There were ethnic communities which wanted to maintain a cultural identity. If students were exclusively pulling away from cross cultural activities, MCPS had an obligation to do something. They had to walk the line between what was self segregation and what was systemic.

Dr. Pitt felt that this was a difficult issue to deal with. They had the level of the classroom where they talked about integrating and dealing with different ethnic groups. TESA dealt with attitudes developed over a period of time that did not change easily. This was one area. The second area was more troubling. This was differentiated programs including honors classes and gifted and talented programs. They had the idea of integrating young people into a total school climate where their talents were developed, and on the other hand they had people saying that to develop talents they had to separate out the gifted and talented students. MCPS had tried to deal with this issue in a number of ways. There was national data and pressure for excellence which might result in more and more grouping of students to focus on special talents. For example, it had been suggested to him that Montgomery County have a school for the arts. This was not a simple issue, and he did not have good answers.

Dr. Cronin recalled that in one of the Board's meetings with student leaders one of the students had told them that she was lonesome. She was in an honors track, and her friends were not interested in that kind of activity. Dr. Cronin thought they had

to look at more than the issue of an honors program but the societal issue. Dr. Shoenberg commented that he had talked with numerous parents of gifted and talented elementary school children who thought their children were segregated and misunderstood until they were placed in special classes.

Dr. Shoenberg said they had two articles of integration of special education which reflected an attitude that one would like to adopt because it was high-minded and child-oriented, but he had trouble knowing what the objective reality was that the authors had in mind. The examples that were given were fairly easy and included placement of a hearing-impaired child in a regular program. However, he was not sure what they had in mind in terms of the severely emotionally disturbed child who was enormously disruptive or the severely mentally impaired student who needed enormous individual attention. He asked whether they were talking about classes for students with emotional problems where they had classes in the school and an effort to integrate the children into the regular activities of the schools. He asked whether they were talking about taking those students out of those classes and putting them into the regular classes with supports. Neither article was clear about what kind of students were to be treated in ways they were talking about here.

Dr. Fountain commented that Dr. Shoenberg had asked an interesting question. The University of Chicago had done some studies on fitness and work -- does it fit and does it work? He believed that most of the people he had talked with would be in that area. They had very rational parents and very rational supporters of desegregation which in most instances meant moving students out of centers into schools where they would be in a school-within-a-school concept. Where feasible, there would be some integration of these students. He felt that the majority of the people he had talked to were concerned about now. He explained that they were talking about a bell-shaped curve of experiences here. It might be 10 percent of the students who were acting out and 90 percent could negotiate the school-within-a-school concept. They were not talking about youngsters who were totally unmanageable being housed in a classroom where they were trying to teach other students. They had to make sure that they could make this work. They had to talk with the regular education people, the special educators, and the parents of both regular and special students. Then they would come to some kind of agreement about the best possible way of making this work.

Dr. Thomas O'Toole, director of the Department of Special Education and Related Services, remarked that they were learning a lot in this area. Historically, the handicapped youngsters had been segregated for the most part. Now as they were moving into the 1990's they were finding they could have success with a lot of these students in non-segregated settings that 10 or 15 years

ago they could not have envisioned. On the other hand, they were now working with more severely handicapped students. They were moving ahead and training and preparing regular educators for this kind of activity. They needed to plan properly and move resources with the youngster into the regular setting. The key was that most children could receive their total education in a regular education classroom. At present 80 percent of the handicapped students in Montgomery County were getting their services right in their home school. He believed they had made some great strides in the last few years.

Dr. Shoenberg asked if staff could put together some kind of rough model of what they thought might be ultimately possible to integrate special education students into the regular school and regular classroom. He suggested that staff take the graph on page 374 of the Gartner and Lipsky article and look at it in relation to MCPS and give some idea of what the problems might be in getting from here to there. It might be well to include some specific examples of good and not so good experiences they had had.

Dr. Fountain thought that the Lipsky article was exceptionally well done because it dealt with the emotional and the rational issues. It started out with Topeka vs. the Board of Education and talked about the civil rights aspects of the issue. Dr. Shoenberg commented that the problem was the only school system he knew on this issue was Montgomery County. He did not know where MCPS fit on the continuum of prevailing conditions.

Dr. Pitt thought they had a lot of the information that Dr. Shoenberg had requested. He had recently visited a program in an elementary school where there was an effort to integrate severely handicapped students into the regular program. They had worked with the parents of the students who were not handicapped. The Marriott Foundation was supporting a program of transition for handicapped students, and one of the biggest issues they dealt with was training people to understand that handicaps were nothing to be afraid of. He explained that the process of integration had the same kind of attitudinal issues to work with.

Dr. Shoenberg thanked the staff for their participation. Mrs. Hobbs felt that this had been one of the best discussions they had had. She hoped they were not overlooking the fact that there were experts out there in the schools and in the community, and she thought they needed to solicit their input into these discussions. Dr. Shoenberg agreed and pointed out that the Board would not be making any decisions. Mrs. Hobbs suggested they let people know that the Board would like to hear from them on these topics.

Re: EXECUTIVE SESSION

The Board met in executive session from noon to 3:10 p.m. to discuss personnel issues, legal issues, and negotiations.

RESOLUTION NO. 345-90 Re: AN AMENDMENT TO THE AGENDA FOR
JUNE 12, 1990

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, the following resolution was adopted with Dr. Cronin, Mr. Ewing, Mr. Goldensohn, Mrs. Hobbs, Mrs. Praisner, and Dr. Shoenberg voting in the affirmative; Ms. Serino being temporarily absent:

RESOLVED, That the Board of Education amend its agenda for June 12, 1990, by deferring the item on names for new schools to the June 25 agenda.

Re: ANNOUNCEMENT

Dr. Shoenberg welcomed Mr. David Chang, Board member-elect, to the table.

RESOLUTION NO. 346-90 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

WHEREAS, It is in the best interests of Montgomery County Public Schools that Bid No. 171-89, Copy Machines, be extended for a year to permit purchases as requirements arise; now therefore be it

RESOLVED, That Bid No. 171-89, Copy Machines, awarded to Eastman Kodak Company, be extended from July 12, 1990, to July 11, 1991; 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 bid as follows:

GSA-G500K90

AG50534 Telecommunication System

AWARDEE

Rauland Borg Corporation

\$ 138,680

State Contract		
P-Memo-2	Vehicles	
	AWARDEES	
	Beall GMC Truck, Inc.	\$ 60,746
	Montrose Jeep/Eagle	54,588
	Lanham Ford	16,620

	TOTAL	\$ 131,954
62-90	Cafeteria Disposables - Extension	
	AWARDEES	
	Acme Paper and Supply Company, Inc.	\$ 47,606
	S. Freedman and Sons	159,234
	Kahn Paper Company, Inc.	214,029
	Monumental Paper Company	17,184

	TOTAL	\$ 438,053
117-90	Driver Education Behind The Wheel Training	
	AWARDEES	
	Ace Driving School	\$ 18,000*
	Easy Method Inc./Sears Driving School	212,976
	Friendly Driving Academy	48,060
	Poly Method Driving School	15,840*
	Potomac Driving School	31,680*
	Washington Driving School	31,680*

	TOTAL	\$ 358,236
132-90	Microcomputer Equipment	
	AWARDEE	
	Ace Business Machine Center	\$1,083,209*
133-90	Poultry Products, Frozen and Processed	
	AWARDEES	
	Carroll County Foods	\$ 110,042
	GPR Company	2,808
	Interstate Coffee Services Company, Inc.	4,747
	Kraft/Feldman	94,719
	Smelkinson/Sysco	11,516
	Stanley Food and Equipment	32,388
	Wechsler Coffee Corporation	734

	TOTAL	\$ 256,954

135-90	Audiovisual Equipment and Supplies	
	AWARDEES	
	Adorama, Inc.	\$ 212
	Century Magnetics	59,200
	Chaselle, Inc.	73,354
	CTL Communications Televideo	445,855*
	Kipp and Son, Inc.	86,786
	Kunz, Inc.	7,999
	Lee Hartman and Sons, Inc.	11,850
	Metropolitan Audio Visual Corp.	97,845
	Peirce-Phelps, Inc.	2,670
	Penn Camera Exchange, Inc.	22,395
	N. P. Pipino and Associates	392,207
	Ritz Audio-Visual Associates	1,935*
	Southern Business Communication of D.C.	35,235
	Total Audio-Visual Systems, Inc.	24,192*
	Veneman Music	10,910
	Nelson C. White Company	37,850

	TOTAL	\$1,310,495
136-90	Saltines, Specialty Crackers and Taco Shells	
	AWARDEES	
	Carroll County Foods	\$ 5,093
	Kraft/Feldman	24,767

	TOTAL	\$ 29,860
139-90	Computer Furniture	
	AWARDEE	
	Maryland Laminates, Inc.	\$ 62,967
143-90	Music Furniture	
	AWARDEES	
	S & H Manufacturing Company	\$ 1,550
	Wenger Corporation	25,546

	TOTAL	\$ 27,096
146-90	Instructional Microcomputer Equipment	
	AWARDEES	
	Apple Computer, Inc.	\$1,549,956
	Arnold Supply Corporation	788
	Computerland/Mid Atlantic	3,151
	Landon Systems Corporation	24,182

	TOTAL	\$1,578,077

150-90	Musical Instruments	
	AWARDEES	
	Ace Music Center	\$ 25,370
	Dale Music Company, Inc.	2,392*
	Drums Unlimited, Inc.	369
	Humes and Berg Manufacturing Company	1,683
	Ideal Music Company	12,713
	L & L Musical Instrument Repair	63
	Music and Arts Center, Inc.	3,850
	National Educational Music Company	7,965
	National Music Supply	232
	Northeast Music, Inc.	42,176
	Ralon Music Company, Inc.	10,772*
	Steve Weiss Music	18,564
	Washington Music Sales Center	115,620
	Wenger Corporation	7,382

	TOTAL	\$ 249,151
	TOTAL MORE THAN \$25,000	\$5,965,892

*Denotes MFD vendors

RESOLUTION NO. 347-90 Re: STEPS, DECKS, RAMPS, SKIRTING, AND
CANOPIES - MODULAR CLASSROOM
BUILDINGS

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

WHEREAS, On May 21, 1990, the following bids were received for the steps, decks, ramps, skirting, and canopies for modular classroom buildings at various locations in Montgomery County:

BIDDER	BASE BID
1. H & H Enterprises	\$147,250
2. D D & B Construction, Inc.	205,000
3. Jenkins Construction Management, Inc.	293,500
4. Lancon Construction Co.	294,497
5. Northwood Contractors, Inc.	567,000

and

WHEREAS, The low bid is below the staff estimate of \$225,000; and

WHEREAS, The low bidder has satisfactorily completed similar projects for Montgomery County Public Schools; now therefore be it

RESOLVED, That a \$147,250 contract be awarded to H & H Enterprises, for the steps, decks, ramps, skirting, and canopies for modular classroom buildings at various locations in Montgomery County in accordance with plans and specifications prepared by Department of School Facilities staff in conjunction with Fox, Hanna, Architects.

RESOLUTION NO. 348-90 Re: ELECTRIC SERVICES - MODULAR
CLASSROOM BUILDINGS

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

WHEREAS, On May 22, 1990, the following bids were received for the electric service to modular classroom buildings at various locations:

BIDDER	*PROPOSAL A	**PROPOSAL B
1. TEX\AM Construction Co., Inc.	\$112,000	\$ 73,000
2. Paul J. Vignola Elect. Co., Inc.	97,000	92,000
3. M.C. Dean Elect. Contracting, Inc.	185,068	170,832

*Proposal A - Labor, materials, equipment, and services necessary for 26 modular classroom buildings

**Proposal B - Labor, materials, equipment, and services necessary for 24 modular classroom buildings

and

WHEREAS, The low bids for proposals A and B are below the staff estimate of \$125,000 and \$100,000 respectively; and

WHEREAS, Paul J. Vignola Electric Co., Inc., has completed similar work for Montgomery County Public Schools; and

WHEREAS, Although TEX\AM Construction Co., Inc. has not done work for MCPS it has excellent references and submitted a bid in compliance with the specifications; now therefore be it

RESOLVED, That a \$97,000 contract be awarded to Paul J. Vignola Electric Co., Inc., for labor, materials, equipment, and services necessary for 26 modular classroom buildings (Proposal A); and be it further

RESOLVED, That a \$73,000 contract be awarded to TEX\AM Construction Co., Inc., for labor, materials, equipment, and services necessary for 24 modular classroom buildings (Proposal B).

RESOLUTION NO. 349-90 Re: AWARD OF CONTRACTS FOR VARIOUS
 MAINTENANCE PROJECTS

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

WHEREAS, Sealed bids were received on various dates for a variety of maintenance projects, in accordance with MCPS procurement practices; and

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

WHEREAS, The low bids are within staff budget 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. Reinsulation of boilers at the North Lake and Woodward centers, Poolesville elementary, Mark Twain, and Einstein and Wootton high schools. LOW BIDDER: Ben Lewis, Inc.	\$ 37,062
2. Metal Doors, Frames & Accessories for Walter Johnson HS LOW BIDDER: Door Service Specialities, Inc.	\$ 8,878
3. Public Address System & Speaker, installation for Bel Pre, Cold Spring, and Fields Road elementary schools, Bethesda-Chevy Chase HS and Eastern IS LOW BIDDER: A-Com, Inc.	\$ 57,680
4. Air Conditioning, Instructional Media Center for Cabin John MS LOW BIDDER: Arey, Inc.	\$ 44,004
5. Hot Water Boiler Replacement for Randolph Maintenance Depot LOW BIDDER: G. W. Mechanical Contractors, Inc.	\$ 22,373
6. Fuel Burner Replacement for Woodward Center LOW BIDDER: M&M Welding & Fabricators, Inc.	\$ 47,584

- | | | |
|-----|---|-----------|
| 7. | Steam Boiler Replacement for
Walter Johnson HS
LOW BIDDER: American Combustion, Inc. | \$236,900 |
| 8. | Steam Boiler Replacement for
Kennedy HS
LOW BIDDER: American Combustion, Inc. | \$223,975 |
| 9. | Revisions to HVAC for
Takoma Park ES Annex
LOW BIDDER: E. J. Murray Co., Inc. | \$ 81,800 |
| 10. | Plumbing and HVAC Piping Replacement
for Woodward Center
LOW BIDDER: E. J. Murray Co., Inc. | \$147,000 |
| 11. | Heating/Cooling Piping Replacement
for Cabin John MS
LOW BIDDER: E. J. Whelan & Company | \$ 93,750 |
| 12. | Operable Wall System for Baker IS,
Banneker and Redland MS and
Poolesville Jr./Sr. HS
LOW BIDDER: Modern Doors and Equipment Sales, Inc. | \$176,070 |
| 13. | Powered Telescopic Seating Systems for
Bethesda-Chevy Chase HS
LOW BIDDER: Modern Doors and Equipment Sales, Inc. | \$149,650 |

RESOLUTION NO. 350-90 Re: SCIENCE EQUIPMENT - COL. E. BROOKE
LEE MIDDLE SCHOOL

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

WHEREAS, On May 29, 1990, the following bids were received for the science equipment at Col. E. Brooke Lee Middle School:

BIDDER	BASE BID
1. Nycon, Inc.	\$36,938
2. Greensteel Div. Adience, Inc.	42,400
3. Steel Products, Inc.	49,700

and

WHEREAS, The low bid is below the staff estimate of \$50,000; and

WHEREAS, While the low bidder has not previously performed work for Montgomery County Public Schools, the firm has done similar

projects in the Washington metropolitan area and meets all of the legal requirements of the specifications; now therefore be it

RESOLVED, That a \$36,938 contract be awarded to Nycon, Inc., for the science equipment at Col. E. Brooke Lee Middle School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 351-90 Re: REROOFING - GROSVENOR FACILITY

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

WHEREAS, The following sealed bids were received on May 31, 1990, for reroofing the Grosvenor facility:

BIDDER	BASE BID
1. J. E. Wood & Sons Co., Inc.	\$60,252
2. Orndorff & Spaid, Inc.	75,650

and

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

WHEREAS, The low bid is within the staff estimate of \$66,000; now therefore be it

RESOLVED, That a \$60,252 contract be awarded to J. E. Wood & Sons Co., Inc., for reroofing the Grosvenor facility in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 352-90 Re: ASBESTOS REMOVAL - GROSVENOR FACILITY

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

WHEREAS, The following sealed bids were received on June 1, 1990, for asbestos removal at the Grosvenor facility:

BIDDER	BASE BID
Marcor of Maryland, Inc.	\$42,244.97
Barco Enterprises, Inc.	67,007.00
Asbestos Environmental Services of Maryland, Inc.	78,590.00

and

WHEREAS, The low bidder has completed similar projects satisfactorily for Montgomery County Public Schools; and

WHEREAS, The low bid is within the staff estimate of \$45,000; now therefore be it

RESOLVED, That a contract for \$42,244.97 be awarded to Marcor of Maryland, Inc., for asbestos removal at the Grosvenor facility in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 353-90 Re: NORTH SPRINGBROOK ELEMENTARY SCHOOL
(NEW)

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

WHEREAS, On May 22, 1990, the following bids were received for the construction of the new North Springbrook Elementary School:

BIDDER	BASE BID
1. The Donohoe Construction Company, A Division of the Donohoe Companies, Inc.	\$5,046,750
2. Kettler Brothers Construction Company, Inc.	5,075,500
3. N.S.C. Contractors, Inc.	5,133,400
4. Columbia Construction Co., Inc.	5,137,000
5. Dustin Construction, Inc.	5,144,500
6. Hess Construction Company	5,144,940
7. Glen Construction Company, Inc.	5,239,100
8. Regina Construction Corporation	5,278,700
9. Henley Construction Co., Inc.	5,302,731
10. Kimmel & Kimmel, Inc.	5,346,000
11. The Gassman Corp.	5,367,000
12. Northwood Contractors, Inc.	5,413,000
13. Sabre Construction Corporation	5,425,350
14. The McAlister-Schwartz Company	5,432,000
15. Doyle, Inc.	5,735,900

and

WHEREAS, The low bid is below the staff estimate of \$5,800,000; and

WHEREAS, While the low bidder has not previously performed work for Montgomery County Public Schools, the firm has extensive commercial construction experience and meets all of the legal requirements of the specifications; now therefore be it

RESOLVED, That a \$5,046,750 contract be awarded to The Donohoe Construction Company, A Division of the Donohoe Companies, Inc., for the construction of the new North Springbrook Elementary School in accordance with plans and specifications prepared by Grimm & Parker, Architects.

RESOLUTION NO. 354-90 Re: CHANGE ORDER OVER \$25,000

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

WHEREAS, The Department of School Facilities has received a change order proposal for additional asbestos removal work at Sherwood High School; and

WHEREAS, Staff and the project architect have reviewed this proposal and found it to be equitable; now therefore be it

RESOLVED, That the Board of Education approve a \$78,808 change order to the contract with Marcor of Maryland, Incorporated, for the removal of asbestos material at Sherwood High School.

RESOLUTION NO. 355-90 Re: WORKS OF ART FOR HOPKINS ROAD
ELEMENTARY SCHOOL

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

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

WHEREAS, Staff has employed the established selection procedures; and

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

WHEREAS, Funds have been appropriated for this purpose in the FY 1990 Capital Improvements Program; and

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

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

Irene and Azriel Awret	Ceramic Tile Mural	\$ 8,000
David Fichter	Murals	\$15,000
Bentley Roton and Gregory Cary	Stained Glass	\$ 5,000

and be it further

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

RESOLUTION NO. 356-90 Re: ACCEPTANCE OF MONOCACY ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on May 23, 1990, Monocacy 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. 357-90 Re: FY 1991 SUPPLEMENTAL APPROPRIATION FOR A SUMMER MARYLAND'S TOMORROW PROGRAM FOR AT-RISK YOUTH

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend in the following categories an FY 1991 supplemental appropriation of \$73,000 from the Montgomery County Private Industry Council under the Job Training Partnership Act for a summer Maryland's Tomorrow program for at-risk youth:

CATEGORY	AMOUNT
2 Instructional Salaries	\$56,501
3 Other Instructional Costs	6,379
7 Student Transportation	5,600
10 Fixed Charges	4,520

TOTAL	\$73,000

and be it further

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

RESOLUTION NO. 358-90 Re: AUTHORIZED SIGNATORIES FOR BOARD OF
EDUCATION BANK ACCOUNTS

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

WHEREAS, It is necessary to continue the policy of having several employees authorized to sign checks so that periods of leave and absences may be covered; and

WHEREAS, The positions of staff persons currently authorized to sign checks are the superintendent of schools; the associate superintendent for supportive services; the director, Department of Financial Services; the director, Division of Insurance and Retirement; and the claims officer in the Division of Insurance and Retirement; and

WHEREAS, There are times during the year when meetings or absences result in several check signers being unavailable to perform this function; now therefore be it

RESOLVED, That Resolution No. 624-79 be rescinded; and be it further

RESOLVED, That the authorized signatories for bank accounts shall be the staff persons in the following positions: the superintendent of schools; the associate superintendent for supportive services; the director, Department of Financial Services; the director, Division of Insurance and Retirement; and the director, Department of School Services.

RESOLUTION NO. 359-90 Re: PRESENTATION OF PRELIMINARY PLANS -
TRAVILAH ELEMENTARY SCHOOL

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

WHEREAS, The architect for the modernization of Travilah Elementary School has prepared a schematic design in accordance with the educational specifications; and

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

RESOLUTION NO. 363-90 Re: PERSONNEL REASSIGNMENTS

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

RESOLVED, That the following personnel reassignments be approved:

NAME	FROM	TO
Charles Bayne	Media Specialist Wootton HS	Instruc. Asst. Location to be determined Will maintain salary status; to retire 7-1-91
Nancy Fanning	Classroom Teacher Tilden IS	Instruc. Asst. Location to be determined Will maintain salary status; to retire 7-1-91
Elsie Joseph	Classroom Teacher On Unusual & Imperative Leave	English Comp. Aide Location to be determined Will maintain salary status; to retire 7-1-91
Charles Kimble	Spec. Ed. Teacher Einstein HS	Instruc. Asst. Location to be determined Will maintain salary status; to retire 7-1-91
Edsil Nestor	Classroom Teacher Takoma Park IS	Instruc. Asst. Location to be determined Will maintain salary status; to retire 7-1-91
Marilyn Popick	Career Info. Asst. Walt Whitman HS	To be determined Location to be determined Will maintain salary status; to retire 12-1-91
John Randall	Classroom Teacher Montgomery Blair HS	Inst. Computer Systems Asst. Location to be determined Will maintain salary status; to retire 7-1-92
Nancy Staten	Classroom Teacher Kennedy HS	Instruc. Asst. Location to be determined Will maintain salary status; to retire 7-1-92

Lura Tekesh	Classroom Teacher Rock Creek Valley ES	Instruc. Asst. Location to be determined Will maintain salary status; to retire 7-1-91
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RESOLUTION NO. 364-90 Re: EXTENSION OF SICK LEAVE

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Ms. Serino, 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
Baxter, Pamela	Sp. Ed. Instruc. Asst. Twinbrook ES	10
Johnson, Jacqueline	Instruc. Asst. Twinbrook ES	30
Reisfeld, Joan	Vision Teacher Long term leave from Division of Vision Services	18
Taylor, Kenneth	Bus Operator Area 3 Transportation	23

RESOLUTION NO. 365-90 Re: DEATH OF MRS. MARLENE ADAMS, SCHOOL REGISTRAR AT MONTGOMERY BLAIR HIGH SCHOOL

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

WHEREAS, The death on June 1, 1990, of Mrs. Marlene Adams, a school registrar at Montgomery Blair High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the twenty-one years Mrs. Adams had been with Montgomery County Public Schools, she came to know the school community well and served as a vital liaison; and

WHEREAS, Mrs. Adams' flexibility and human relations skills made her an asset to the staff, students, and the community; now therefore be it

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

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

RESOLUTION NO. 366-90 Re: DEATH OF MR. ROBERT S. PRICE, WOC
TEACHER AT ALBERT EINSTEIN HIGH
SCHOOL

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

WHEREAS, The death on May 11, 1990, of Mr. Robert S. Price, a WOC teacher and assistant football coach at Albert Einstein High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In over 18 years with Montgomery County Public Schools, he developed good communication and rapport with parents and staff, and he served as a consistent role model for his students and football players; and

WHEREAS, Mr. Price had established high standards and earned the respect of his colleagues; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mr. Robert S. Price and extend deepest sympathy to his family; and be it further

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

RESOLUTION NO. 367-90 Re: DEATH OF MR. WILMORE T. ROBERTS,
BUILDING SERVICES MANAGER I AT
NORTH CHEVY CHASE ELEMENTARY SCHOOL

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

WHEREAS, The death on June 7, 1990, of Mr. Wilmore T. Roberts, Building Services Manager I at North Chevy Chase Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Roberts had been a loyal employee of the Montgomery County Public Schools for over twenty years; and

WHEREAS, Mr. Roberts was a cooperative staff member giving of himself in time, energy and services to students and staff; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mr. Wilmore T. Roberts and extend deepest sympathy to his family; and be it further

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

RESOLUTION NO. 368-90 Re: PERSONNEL APPOINTMENTS AND TRANSFER

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

RESOLVED, That the following personnel appointments and transfer be approved:

APPOINTMENT	PRESENT POSITION	AS
G. Wesley Girling	Sr. Pers. Specialist Div. of Employee Svs. Mont. Co. Govt.	Director, Division of Insurance and Retirement Effective: 7-9-90
Fred Lowenbach	Asst. Principal Springbrook HS	Principal Banneker MS Effective: 7-1-90
Elaine Seikaly	Asst. Principal Gaithersburg IS	Principal Gaithersburg IS Effective: 7-1-90
O. Marshall Blackman	Principal Trainee Wheaton Woods ES	Principal Wheaton Woods ES Effective: 7-1-90
Jane F. Butler	Asst. Principal Sligo MS	Principal Bannockburn ES Effective: 7-1-90
Pamela D. Shirley	Principal Trainee Strawberry Knoll ES	Principal DuFief ES Effective: 7-1-90

TRANSFER	FROM	TO
George Goldsmith	Principal Temporary Assignment	Principal Bradley Hills ES Effective: 7-1-90

RESOLUTION NO. 369-90 Re: ACADEMIC LEAVE

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

RESOLVED, That the following personnel be granted academic leave for the period indicated:

Ambush, Debra
Art Teacher
Damascus High School
Years of Service In Montgomery County -- 10.6
Period of Leave -- August 28, 1990, through June 20, 1991
Attend Ohio State University to pursue a doctoral program in art education

Baldini, Anne
Classroom Teacher
Glenallan Elementary School
Years of Service in Montgomery County -- 9.3
Period of Leave -- August 28, 1990, through June 20, 1991
Attend University of Maryland to pursue a Master's in elementary science

Bentz, Henrietta
Math Teacher
Highland View Elementary School
Years of Service In Montgomery County -- 10.5
Period of Leave -- August 28, 1990, through June 20, 1991
Attend University of Maryland to pursue a Master's in mathematics education

Brennan, Joan
Speech Pathologist
Stonegate Elementary School
Years of Service in Montgomery County -- 14.5
Period of Leave -- August 28, 1990, through June 20, 1991
Attend Johns Hopkins University to pursue a Master's in school counseling and guidance

Canonico, Gloria
Classroom Teacher
Belmont Elementary School
Years of Service in Montgomery County -- 11.5
Period of Leave -- August 28, 1990, through June 20, 1991
Attend Johns Hopkins University to pursue a Master's in
counseling and guidance

Conerly, Darlene
Occupational Therapist
Services for Physically Handicapped
Years of Service in Montgomery County -- 9.5
Period of Leave -- August 30, 1990, through June 19, 1991
Attend Towson University to pursue Master of Arts in teaching

Delia, Mary
English Teacher
Seneca Valley High School
Years of Service in Montgomery County -- 11.5
Period of Leave -- August 28, 1990, through June 20, 1991
Attend University of Maryland to work on doctoral dissertation

Docca, Judith
Assistant Principal
Montgomery Blair High School
Years of Service in Montgomery County -- 21.4
Period of Leave -- February 1, 1991, through June 30, 1991
Attend George Washington University to pursue doctoral degree in
education and human development

Goldberg, Anita
Classroom Teacher
Clopper Mill Elementary School
Years of Service in Montgomery County -- 19.5
Period of Leave -- October 1, 1990, through November 2, 1990
To work as "student counselor" to complete Master's practicum for
elementary school counselor

Iglesias, Brenda
Instructional Assistant
Glenallan Elementary School
Years of Service in Montgomery County -- 10
Period of Leave -- August 30, 1990, through June 19, 1991
Attend University of Maryland to pursue a Bachelor's in early
childhood education

Kalin, Jacalyn
Teacher
Mark Twain School at Whitman Satellite
Years of Service in Montgomery County -- 7.2
Period of Leave -- August 28, 1990, through June 20, 1991
Conduct research on Women in American History to integrate into curriculum

Kingery, Arlie
Principal
Stone Mill Elementary School
Years of Service in Montgomery County -- 7
Period of Leave -- July 1, 1990, through June 30, 1991
Attend Virginia Polytechnic Institute and State University to continue coursework and work on doctoral dissertation

Lasinski, Kathleen
Principal
Wood Acres Elementary School
Years of Service in Montgomery County -- 19.6
Period of Leave -- July 1, 1990, through June 30, 1991
Attend American University to work on doctoral dissertation

Meisel, Sheri
Special Education Teacher
R.I.C.A
Years of Service in Montgomery County -- 8.5
Period of Leave -- August 28, 1990, through June 20, 1991
Attend University of Maryland to pursue doctoral degree in special education

Petersen, Christian
Media Specialist
Poolesville Elementary School
Years of Service in Montgomery County -- 24.6
Period of Leave -- August 28, 1990, through June 20, 1991
Attend Virginia Polytechnic Institute and State University to pursue a Master of Science to develop a media center-based academic and vocational program for female and minority students

Redos, Vicki
Career Preparation Teacher
Edison Career Center
Years of Service in Montgomery County -- 19.1
Period of Leave -- August 28, 1990, through June 20, 1991
Attend Hood College to pursue a Master's and certification in Administration and Supervision

Reilly, Colleen
 Office Assistant I
 Department of School Facilities
 Years of Service in Montgomery County -- 11.6
 Period of Leave -- July 1, 1990, through June 30, 1991
 Attend University of Maryland to pursue a Bachelor's in business management

Salitrik, Stephen
 English Teacher
 Poolesville Junior/Senior High School
 Years of Service in Montgomery County -- 23.5
 Period of Leave -- August 28, 1990, through June 20, 1991
 Attend Western Maryland College to pursue Master's in library science

Schmidt, Robin
 Classroom Teacher
 Pine Crest Elementary School
 Years of Service in Montgomery County -- 17.3
 Period of Leave -- August 28, 1990, through June 20, 1991
 Attend Loyola College to pursue Master's in guidance and counseling

Re: A MOTION BY MR. EWING TO ADOPT THE
 PROPOSED POLICY ON COMBATING
 ALCOHOL AND OTHER DRUG ABUSE

Mr. Ewing moved and Ms. Serino seconded the following:

WHEREAS, There is increasing concern throughout MCPS and the community about the use, abuse, sale, and distribution of alcohol and other drugs in the schools; and

WHEREAS, The situation created by the use, abuse, sale, and distribution of alcohol and other drugs in schools threatens the safety of students and staff and can interfere with the ability of teachers to teach and students to learn; and

WHEREAS, There is a need to strengthen efforts by MCPS as a school system in conjunction with other county agencies, parents, and the community at large to keep all schools and MCPS facilities free of alcohol and other drugs and to ensure the health, safety, and security of all within MCPS; and

WHEREAS, The Board of Education and the superintendent of schools, having recognized the need to act in this area of public policy and having taken many actions to combat these problems, do now strengthen the policy of the Board of Education and set the stage for still more effective action in the future; and

WHEREAS, The tentatively approved policy has been sent out for public review and has been revised to reflect public comment; now therefore be it

RESOLVED, That Resolution Nos. 332-70 dated June 9, 1970, 294-73 dated April 30, 1973, 652-83 dated July 25, 1983, and 709-83 dated August 9, 1983, be rescinded; and be it further

RESOLVED, That the following policy IGN be adopted:

COMBATING ALCOHOL AND OTHER DRUG ABUSE

A. Purpose

The purpose of this policy is to promote vigorous and concerted efforts to keep alcohol and other drugs, and drug sellers/distributors out of schools and off school properties, thereby creating and maintaining an environment for teaching, learning, and working within Montgomery County Public Schools that is free of alcohol and other drugs.

In this policy "alcohol and other drugs" are intoxicants that are defined as alcohol or controlled substances not authorized by a physician's prescription.

This overall purpose or goal will be sought and achieved through a series of objectives which include:

1. The provision and enforcement of measures to:
 - a) Prevent the entry of alcohol and other drugs into schools or other MCPS facilities, properties, and vehicles
 - b) Provide for security measures in MCPS that will address the associated problems of weapons and violence or the threat of violence
 - c) Emphasize user accountability to reduce the demand for alcohol and other drugs
2. The provision of training for school staff members and parents in:
 - a) The identification of the circumstances which attend drug use/abuse and sale/distribution in schools
 - b) The identification of the impact of alcohol and other drug use/abuse on behavior and attitudes

- c) The necessity of and methods for coordinated school-community efforts to combat alcohol and other drug use/abuse
 - d) The promotion of shared responsibility for prevention and reduction of alcohol and other drug use/abuse
3. The provision of education for students, parents and MCPS staff about:
- a) The school system's commitment to make schools free of alcohol and other drugs, to assist students who want help in overcoming problems related to alcohol and other drug use/abuse, and to pursue penalties for those who violate laws and school system rules
 - b) The dangers to the health of the student, family, school, and community due to alcohol and other drug use/abuse
 - c) The specific penalties that result from violating MCPS rules, as set forth in Administrative Regulation COF-RA: INTOXICANTS ON MCPS PROPERTY
 - d) The fact that drug use/abuse and sale/distribution are serious violations of the law, bringing stiff penalties
4. The provision of education/prevention programs such as peer training to encourage students to help other students avoid involvement in alcohol and other drug use/abuse.
5. The provision of increased student access to the personal assistance students may need to prevent or treat alcohol and other drug use/abuse, through:
- a) Involvement of parents
 - b) The provision of alternative programs
 - c) The identification of and referral to, as appropriate, available treatment programs, in-school counseling services, student organizations and other services and supports that may be available in the community and provided privately, or by county and state agencies

6. Intensified cooperation with county and state agencies to address the problems associated with alcohol and other drug use/abuse.
7. Participation in community-wide efforts to combat the use/abuse and sale/distribution of alcohol and other drugs
8. The provision of needed resources, from MCPS and other sources, to meet the range of needs to address the problem
9. The development, continuous review, refinement and vigorous implementation of rules and regulations which are designed to:
 - a) Protect staff and student rights
 - b) Ensure that prompt action is taken to achieve the overall purpose of a school environment that is free of alcohol and other drugs
10. Keeping the public informed about the implementation of this policy

B. Process and Content

All MCPS employees are expected to convey by their actions, deeds, and teachings that they do not in any way encourage or condone alcohol or other drug use/abuse. Staff members will abide by federal, state, and local laws, guidelines, and initiatives that are designed to create an environment for teaching, learning, and working that is free of alcohol and other drugs.

Consistent with their duties staff members will:

1. Enforce measures to:
 - a) Prevent the entry of alcohol and other drugs into schools or other MCPS facilities, properties, and vehicles
 - b) Provide for security measures in MCPS that will address the associated problems of weapons and violence or the threat of violence
 - c) Emphasize user accountability to reduce the demand for alcohol and other drugs

2. Provide training on a regular and continuing basis for MCPS staff members and parents in the:
 - a) Identification of the circumstances which surround drug use/abuse and sale/distribution in and around homes, communities, and schools
 - b) Identification of the impact of alcohol and other drug use/abuse on behavior and attitudes
 - c) Importance of and methods for coordinated school-community efforts to combat alcohol and other drug use/abuse
 - d) Promotion of shared responsibility for prevention and reduction of alcohol and other drug use/abuse
3. Provide a comprehensive education for students, beginning in the elementary grades, and appropriate information to staff and parents about:
 - a) The school system's commitment to make schools free of alcohol and other drugs, to assist students who want help in overcoming problems related to alcohol and other drug use/abuse, and to pursue penalties for those who violate laws and school system rules
 - b) The dangers to the health of the student, family, school, and community due to alcohol and other drug use/abuse
 - c) The specific penalties that result from violating MCPS rules, as set forth in Administrative Regulation COF-RA: INTOXICANTS ON MCPS PROPERTY
 - d) The fact that drug use/abuse and sale/distribution are serious violations of the law, bringing stiff penalties
4. Encourage students to help other students avoid involvement in alcohol and other drug use/abuse
5. Promote increased student access to personal assistance that could help prevent or treat alcohol and other drug use/abuse through:
 - a) Involvement of parents
 - b) Provision of alternative programs

- c) Identification of and referral to, as appropriate, available treatment programs, in-school counseling services, student organizations and other services and supports that might be provided privately in the community or by county and state agencies, including cooperation with law enforcement and the criminal justice system
- 6. Cooperate with county, state, and federal agencies to address the problems associated with alcohol and other drug use/abuse, including prevention, education, treatment, and law enforcement
- 7. Participate in community-wide efforts to combat the use/abuse and sale/distribution of alcohol and other drugs
- 8. Seek appropriate resources, from MCPS and other sources, to meet the range of needs to address the problem
- 9. Implement rules and regulations that are designed to:
 - a) Protect staff and student rights
 - b) Ensure that prompt action is taken to achieve the overall purpose of a school environment that is free of alcohol and other drugs
- 10. Publish an annual report to the Board and the public on progress made toward the achievement of the goals and objectives of this policy

C. Review and Reporting

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

Re: EDITORIAL CHANGES TO PROPOSED
POLICY ON COMBATING ALCOHOL AND
OTHER DRUG ABUSE

There was agreement to change the proposed policy to read as follows:

A. Purpose

The purpose of this policy is to promote vigorous and concerted efforts to keep alcohol and other drugs, drug use and drug sales and distribution out of the schools and off school properties....

3. c) The specific penalties for drug users/abusers and sellers and distributors of drugs that result from violating MCPS rules, as set forth in Administrative Regulation COF-RA: INTOXICANTS ON MCPS PROPERTY

RESOLUTION NO. 370-90 Re: POLICY ON COMBATING ALCOHOL AND OTHER DRUG ABUSE

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

WHEREAS, There is increasing concern throughout MCPS and the community about the use, abuse, sale, and distribution of alcohol and other drugs in the schools; and

WHEREAS, The situation created by the use, abuse, sale, and distribution of alcohol and other drugs in schools threatens the safety of students and staff and can interfere with the ability of teachers to teach and students to learn; and

WHEREAS, There is a need to strengthen efforts by MCPS as a school system in conjunction with other county agencies, parents, and the community at large to keep all schools and MCPS facilities free of alcohol and other drugs and to ensure the health, safety, and security of all within MCPS; and

WHEREAS, The Board of Education and the superintendent of schools, having recognized the need to act in this area of public policy and having taken many actions to combat these problems, do now strengthen the policy of the Board of Education and set the stage for still more effective action in the future; and

WHEREAS, The tentatively approved policy has been sent out for public review and has been revised to reflect public comment; now therefore be it

RESOLVED, That Resolution Nos. 332-70 dated June 9, 1970, 294-73 dated April 30, 1973, 652-83 dated July 25, 1983, and 709-83 dated August 9, 1983, be rescinded; and be it further

RESOLVED, That the following policy IGN be adopted:

COMBATING ALCOHOL AND OTHER DRUG ABUSE

A. Purpose

The purpose of this policy is to promote vigorous and concerted efforts to keep alcohol and other drugs, drug use and drug sales and distribution out of schools and off school properties, thereby creating and maintaining an

environment for teaching, learning, and working within Montgomery County Public Schools that is free of alcohol and other drugs.

In this policy "alcohol and other drugs" are intoxicants that are defined as alcohol or controlled substances not authorized by a physician's prescription.

This overall purpose or goal will be sought and achieved through a series of objectives which include:

1. The provision and enforcement of measures to:
 - a) Prevent the entry of alcohol and other drugs into schools or other MCPS facilities, properties, and vehicles
 - b) Provide for security measures in MCPS that will address the associated problems of weapons and violence or the threat of violence
 - c) Emphasize user accountability to reduce the demand for alcohol and other drugs
2. The provision of training for school staff members and parents in:
 - a) The identification of the circumstances which attend drug use/abuse and sale/distribution in schools
 - b) The identification of the impact of alcohol and other drug use/abuse on behavior and attitudes
 - c) The necessity of and methods for coordinated school-community efforts to combat alcohol and other drug use/abuse
 - d) The promotion of shared responsibility for prevention and reduction of alcohol and other drug use/abuse
3. The provision of education for students, parents and MCPS staff about:
 - a) The school system's commitment to make schools free of alcohol and other drugs, to assist students who want help in overcoming problems related to alcohol and other drug use/abuse, and to pursue penalties for those who violate laws and school system rules

- b) The dangers to the health of the student, family, school, and community due to alcohol and other drug use/abuse
 - c) The specific penalties for drug users/abusers and sellers and distributors of drugs that result from violating MCPS rules, as set forth in Administrative Regulation COF-RA: INTOXICANTS ON MCPS PROPERTY
 - d) The fact that drug use/abuse and sale/distribution are serious violations of the law, bringing stiff penalties
4. The provision of education/prevention programs such as peer training to encourage students to help other students avoid involvement in alcohol and other drug use/abuse.
 5. The provision of increased student access to the personal assistance students may need to prevent or treat alcohol and other drug use/abuse, through:
 - a) Involvement of parents
 - b) The provision of alternative programs
 - c) The identification of and referral to, as appropriate, available treatment programs, in-school counseling services, student organizations and other services and supports that may be available in the community and provided privately, or by county and state agencies
 6. Intensified cooperation with county and state agencies to address the problems associated with alcohol and other drug use/abuse.
 7. Participation in community-wide efforts to combat the use/abuse and sale/distribution of alcohol and other drugs
 8. The provision of needed resources, from MCPS and other sources, to meet the range of needs to address the problem
 9. The development, continuous review, refinement and vigorous implementation of rules and regulations which are designed to:
 - a) Protect staff and student rights

- b) Ensure that prompt action is taken to achieve the overall purpose of a school environment that is free of alcohol and other drugs
10. Keeping the public informed about the implementation of this policy

B. Process and Content

All MCPS employees are expected to convey by their actions, deeds, and teachings that they do not in any way encourage or condone alcohol or other drug use/abuse. Staff members will abide by federal, state, and local laws, guidelines, and initiatives that are designed to create an environment for teaching, learning, and working that is free of alcohol and other drugs.

Consistent with their duties staff members will:

1. Enforce measures to:
 - a) Prevent the entry of alcohol and other drugs into schools or other MCPS facilities, properties, and vehicles
 - b) Provide for security measures in MCPS that will address the associated problems of weapons and violence or the threat of violence
 - c) Emphasize user accountability to reduce the demand for alcohol and other drugs
2. Provide training on a regular and continuing basis for MCPS staff members and parents in the:
 - a) Identification of the circumstances which surround drug use/abuse and sale/distribution in and around homes, communities, and schools
 - b) Identification of the impact of alcohol and other drug use/abuse on behavior and attitudes
 - c) Importance of and methods for coordinated school-community efforts to combat alcohol and other drug use/abuse
 - d) Promotion of shared responsibility for prevention and reduction of alcohol and other drug use/abuse

3. Provide a comprehensive education for students, beginning in the elementary grades, and appropriate information to staff and parents about:
 - a) The school system's commitment to make schools free of alcohol and other drugs, to assist students who want help in overcoming problems related to alcohol and other drug use/abuse, and to pursue penalties for those who violate laws and school system rules
 - b) The dangers to the health of the student, family, school, and community due to alcohol and other drug use/abuse
 - c) The specific penalties that result from violating MCPS rules, as set forth in Administrative Regulation COF-RA: INTOXICANTS ON MCPS PROPERTY
 - d) The fact that drug use/abuse and sale/distribution are serious violations of the law, bringing stiff penalties
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5. Promote increased student access to personal assistance that could help prevent or treat alcohol and other drug use/abuse through:
 - a) Involvement of parents
 - b) Provision of alternative programs
 - c) Identification of and referral to, as appropriate, available treatment programs, in-school counseling services, student organizations and other services and supports that might be provided privately in the community or by county and state agencies, including cooperation with law enforcement and the criminal justice system
6. Cooperate with county, state, and federal agencies to address the problems associated with alcohol and other drug use/abuse, including prevention, education, treatment, and law enforcement
7. Participate in community-wide efforts to combat the use/abuse and sale/distribution of alcohol and other drugs

8. Seek appropriate resources, from MCPS and other sources, to meet the range of needs to address the problem
9. Implement rules and regulations that are designed to:
 - a) Protect staff and student rights
 - b) Ensure that prompt action is taken to achieve the overall purpose of a school environment that is free of alcohol and other drugs
10. Publish an annual report to the Board and the public on progress made toward the achievement of the goals and objectives of this policy

C. Review and Reporting

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

Re: A MOTION BY MR. EWING TO RESCIND
THE BOARD'S RESOLUTION ON THE
NATIONAL JUNIOR HONOR SOCIETY
(FAILED)

A motion by Mr. Ewing to rescind Board Resolution No. 39-90, which eliminated the National Junior Honor Society, failed with Dr. Cronin, Mr. Ewing, Mr. Goldensohn, and Mrs. Hobbs voting in the affirmative; Mrs. Praisner, Ms. Serino, and Dr. Shoenberg voting in the negative.

Re: MARYVALE PROJECT

Mrs. Sally Marchessault, coordinator of volunteer and community resources, reported that since January of this year there had been a very exciting project going on at Maryvale Elementary which grew out of an expressed need by the principal and the parent involvement committee. The Riggs National Bank had provided a grant and volunteer assistance to run a Saturday Opportunities in Education program at Maryvale.

Mr. Gerald Johnson, principal of Maryvale, stated that the grant from Riggs was a positive effort to form a partnership between business and education. The partnership was expanding the opportunities for children at Maryvale and had met with great success. It was their intention that this grant would improve academic achievement, self-esteem, and parental bonding. They had small group interaction and met for two hours on Saturdays. They had discussion sessions on topics of interest to children, and they provided guidance and instruction in reading and

language arts. In addition, they provided field trips where personal attention would be given to the child by the accompanying adult. The grant was also used to purchase instructional equipment for the child's regular Saturday-only use in order to increase the child's security of ownership. It was their intention to provide support to 45 students, and they were able to serve 17 of the identified 45 students.

Mr. Johnson explained that they had designed a program to relate the child's classroom instruction to the Saturday volunteer program. Each child worked on MCPS curriculum objectives and received individualized attention by an adult volunteer. They were able to provide an atmosphere in which the child and the volunteer established a bond of trust, excitement, and meaningful learning time. The survey taken reflected a successful program. The teachers had responded that the program had produced favorable results, and the volunteers had indicated that they had enjoyed working with the children. They liked watching the children learn, and they felt satisfaction with the bonding relationship that was developed. The children liked working with the volunteers and the fact that the volunteers helped them to understand the work. All the children wanted to be in the program next year.

Mr. Bruce Martin, vice president of Riggs National Bank, stated that his bank was proud to be the sponsor of the Saturday Opportunity for Enrichment program at Maryvale. This program came about as a result of discussions between MCPS and the Riggs Bank regarding their involvement in the public school system. It was important to Riggs to utilize their human and financial resources to help students of today become consumers, parents, and leaders of tomorrow. The program was designed to provide at-risk children with additional tutoring, encouragement, and direct involvement needed to succeed in school. The students who had completed the program had made tremendous strides in the areas of math and reading. He praised the efforts of Gerry Johnson, George Popko, and Joe Stewart in setting up the program and stated that Riggs looked forward to supporting the program for the 1990-91 school year.

Dr. Shoenberg expressed the Board's appreciation for the help that Riggs had given them in terms of dollars to run the program and in terms of employee volunteers. Dr. Pitt said he would echo Dr. Shoenberg. This was an outstanding example of cooperation between the business community and the school system. He presented Mr. Martin with a certificate of appreciation.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner recalled that over a year ago she had gone with Sally Keeler to Wheaton Plaza to meet with the general manager

and talk about the possibility of a partnership between the plaza and a cluster of schools. She had proposed involvement with the Einstein cluster, and recently at the plaza a recognition ceremony had been held to award plaques to symbolize that relationship. She indicated her appreciation to the Einstein cluster, MCPS, and plaza personnel. She asked that a letter be sent from the Board president thanking people for their involvement.

2. Mrs. Praisner noted that the Board had received a letter from the Blair communication arts program suggesting an aluminum recycling program. She asked for some idea of what might be feasible as it related to the recycling programs that MCPS was already doing.

3. Mrs. Praisner had a question about the status of the junior ROTC program at Winston Churchill High School. She asked whether this was being treated as a regular course associated with enrollment. Dr. Vance replied that the standards for ROTC were established by the national organization. If they did not measure up to the standards set for enrollment, the program might be discontinued. At other times these decisions were initiated by the school because enrollment had dropped so low. In this case, it was a local decision.

4. Dr. Cronin reported that last week at the conference of the Committee of 100 Black Women he had picked up a brochure. This was about the MESA Program (Math/Engineering/Science/Achievement) sponsored by Johns Hopkins University. Of the 11 schools involved in other counties, five were middle schools. He asked the superintendent to look at this and see whether MCPS could become involved in the program.

5. Mr. Goldensohn asked for an update on the styrofoam recycling effort currently underway in the schools. He wanted to know whether all schools were participating and how their arrangement was working out with the company receiving the material.

6. Mr. Goldensohn congratulated the sixth grade team from Stedwick Elementary School which had placed 14th out of 54 teams in the national competition. It was unusual for a school to do so well in its first attempt. He extended his congratulations to the principal and the parent coach.

7. Mr. Ewing reported that the Audit Committee had developed a statement about the role of the Audit Committee which reflected the concerns of the members. The committee wanted the Board to review this. Dr. Shoenberg agreed that the Board officers would schedule this.

8. Mrs. Hobbs said that the Board had received the construction progress report as an item of information, and she thanked staff for highlighting new contractors. She asked that at the July and August all-day meetings they have an oral update on the status of school construction. Dr. Shoenberg agreed with her suggestion.

9. Ms. Serino stated that in the fall she had made a motion to discuss the issue of class rank. This had been tabled because she felt it would be appropriate to have the community task force study the issue. The task force had made a recommendation, and Dr. Pitt had told her that he would be making a decision. She hoped that issue would not be lost all together. Dr. Pitt reported that as superintendent he would act and make recommendations that at this point would not affect the Board.

10. Ms. Serino introduced Ellen Jackowski, the new MCR president.

RESOLUTION NO. 371-90 Re: EXECUTIVE SESSION - JUNE 25, 1990

On recommendation of the superintendent and on motion of Dr. Cronin 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 June 25, 1990, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 372-90 Re: MINUTES OF MAY 8, 1990

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

RESOLVED, That the minutes of May 8, 1990, be approved.

RESOLUTION NO. 373-90 Re: APPOINTMENT OF MEMBERS TO THE TITLE
IX GENDER EQUITY ADVISORY COMMITTEE

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

WHEREAS, On July 19, 1977, the Board established the Title IX Gender Equity Advisory Committee; and

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

RESOLVED, That the following persons be appointed to serve from July 1, 1990, through June 30, 1992:

Ms. Raphaela Best
Dr. Diane R. Brown

Ms. Chung C. Seto
Mrs. Joyce Whittier

RESOLUTION NO. 374-90 Re: APPOINTMENT OF MEMBERS TO THE
ADVISORY COMMITTEE ON MINORITY
STUDENT EDUCATION

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

WHEREAS, On July 27, 1987, the Board of Education revised the Composition and Charge to the Advisory Committee on Minority Student Education adopted by the Board of Education; and

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

RESOLVED, That the following person be reappointed to the Advisory Committee on Minority Student Education to serve through June 30, 1992:

Mr. Arthur Schatzkin

and be it further

RESOLVED, That the following persons be appointed to the Advisory Committee on Minority Student Education to serve through June 30, 1992:

Mr. L. Harold Aikens, Jr.
Ms. Diane Kenney Jones
Ms. Mildred Morse

Mr. Charles T. Smith
Dr. Peter Spevak

RESOLUTION NO. 375-90 Re: APPOINTMENT OF MEMBERS TO THE
CITIZENS' ADVISORY COMMITTEE FOR
CAREER AND VOCATIONAL EDUCATION

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

WHEREAS, On July 24, 1972, the Citizens' Advisory Committee for Career and Vocational Education was established by the Board of Education; and

WHEREAS, The members of the Citizens' Advisory Committee for Career and Vocational Education are appointed by the Board; now therefore be it

RESOLVED, That the following persons be appointed to serve through June 30, 1992:

Mrs. Ann Franz	Ms. Susan Coyne
Ms. Linda Deffinbaugh	

and be it further

RESOLVED, That the following persons be reappointed to serve through June 30, 1992:

Dr. Harold Blank	Mr. Stephen Lamphier
Mr. Robert McNeill	Mr. Allan Paro
Dr. Denis Sullivan	

RESOLUTION NO. 376-90 Re: APPOINTMENT OF MEMBERS TO THE
MONTGOMERY COUNTY ADVISORY COUNCIL
ON VOCATIONAL-TECHNICAL EDUCATION

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

WHEREAS, On September 26, 1977, the Local Advisory Council on Vocational-technical Education was established by the Board of Education; and

WHEREAS, The members of the Montgomery County Advisory Council on Vocational-technical Education are appointed by the Board; now therefore be it

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

Mr. Leonard J. Mullar

and be it further

RESOLVED, That the following person be appointed to serve an unexpired term through December 31, 1991:

Mr. Stanley Gordon

and be it further

RESOLVED, That the following person be appointed to serve an unexpired term through June 30, 1992:

Dr. Roberto Duncan

RESOLUTION NO. 377-90 Re: CITIZENS ADVISORY COMMITTEE FOR
FAMILY LIFE AND HUMAN DEVELOPMENT

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

WHEREAS, COMAR 13A.04.01 requires that each local education agency have a Citizens Advisory Committee on 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 reappointed to represent their respective organizations for a two-year term, effective June 30, 1990, and terminating June 30, 1992:

Mr. Daniel Finn

Ms. Lynn Rykken

and be it further

RESOLVED, That the following individual be appointed to serve a two-year term effective June 30, 1990, and terminating June 30, 1992:

The Reverend Robert O. Burdette

RESOLUTION NO. 378-90 Re: APPOINTMENT OF MEMBERS TO THE
 ADVISORY COMMITTEE ON COUNSELING
 AND GUIDANCE

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

WHEREAS, On October 22, 1973, the Advisory Committee on Counseling and Guidance was established by the Board of Education; and

WHEREAS, The members of the Advisory Committee on Counseling and Guidance are appointed by the Board; now therefore be it

RESOLVED, That the following persons be reappointed to serve through June 30, 1992:

Ms. Sandra Geopfert	Ms. Katherine Patterson
Ms. Barbara McKenzie	Mr. Cyrus Washington
Dr. Nancy Ostrove	

and be it further

RESOLVED, That the following persons be appointed to serve through June 30, 1992:

Ms. Beatrice Bowman	Mr. Lawrence R. Freeman
Mr. Rob Grundy	Ms. Shelia Harrison-Bentley
Mr. Robert Howard	Ms. Ida Polcari
Mrs. Elinor Z. Covey	Ms. Jeanette Dixon
Ms. Sally M. Flanzer	Ms. Fran Landau
Ms. Coleen Ichniowski	

RESOLUTION NO. 379-90 Re: APPOINTMENT OF MEMBERS TO THE
 MEDICAL ADVISORY COMMITTEE TO THE
 BOARD OF EDUCATION

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

WHEREAS, The Medical Advisory Committee to the Montgomery County Board of Education has been active since it was reconstituted by the Board in 1972; and

WHEREAS, Membership on the committee is composed of representatives of organizations and associations named in the "Statement of Purpose" of the committee; and

WHEREAS, On February 28, 1990, the Board of Education established a Task Force on Grading and Reporting; and

WHEREAS, The members of the task force and chairperson are to be appointed by the Board of Education; now therefore be it

RESOLVED, That the following persons be appointed to the Task Force on Grading and Reporting from July 1, 1990, until the work of the task force is completed:

STUDENTS

Ms. Michelle Gee
Mr. David McNairy
Mr. Jason Romano
Ms. Sharon Feinstein

MCCPTA REPRESENTATIVES

Ms. Charlotte Joseph
Ms. Carmen Jeeves
Ms. Joanne Merrill
Ms. Karen Rabind

TEACHERS

Ms. Patricia Bendler
Mr. James Deligianis
Ms. Judith Stein

COUNSELORS

Mr. Robert Grundy
Ms. Margaret Morrison

PRINCIPALS

Dr. Stephen Bedi
Mr. James Fish
Ms. Diane Ippolito

CENTRAL OFFICE ADMINISTRATORS

Dr. Joy Frechtling
Ms. LaVerne Kimball
Ms. Patricia McNeil
Mr. Russell Wright

and be it further

RESOLVED, That the following person be appointed as chairperson of the Task Force on Grading and Reporting to serve from July 1, 1990, until the work of the task force is completed:

Dr. Mary Helen Smith

RESOLUTION NO. 382-90 Re: MEMBERSHIP - TASK FORCE ON THE
ARTS

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

RESOLVED, That the Task Force on the Arts membership be expanded to 25 members.

RESOLUTION NO. 383-90 Re: APPOINTMENT OF MEMBERS TO THE TASK
FORCE ON THE ARTS

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

WHEREAS, On March 26, 1990, the Board of Education established a Task Force on the Arts; and

WHEREAS, The members of the task force and the chairperson are to be appointed by the Board of Education; now therefore be it

RESOLVED, That the membership be expanded to 25 members; and be it further

RESOLVED, That the following persons be appointed to the Task Force on the Arts to serve from July 1, 1990, until the work of the task force is completed:

STUDENTS

Ms. Jennifer Day
Mr. Michael Metcalfe

PTA REPRESENTATIVE

Dr. Michael Richman

ARTIST

Ms. Carolyn Martin

TEACHERS

Ms. Linda O'Neil
Ms. Marian Griffin
Mr. Anthony Leach
Ms. Sherion Cosby
Ms. Betty Weincek

BUSINESS

Mr. Ralph Holtz
Ms. Susan Klein

SCHOOL, AREA, CENTRAL
ADMINISTRATORS

Dr. Jevoner Adams
Ms. Rosalva Rosas
Dr. Thomas Warren
Dr. Renee Brimfield

MONTGOMERY CO. GOVERNMENT
REPRESENTATIVE

Ms. Trudye Johnson
UNIVERSITY PROFESSORS
Mr. Thomas Logan
Dr. Martha Rashid

INSTITUTION & ORGANIZATION
REPRESENTATIVES

Mr. Eliot Pfanstiehl
Ms. Bonnie Fernebok
Ms. Joan Karasik

OTHER COMMUNITY REPRESENTATIVES

Ms. Vera Crawford-Bly
Mr. Richard Murray
Mr. Richard S. Teitz

and be it further

RESOLVED, That Dr. Renee Brimfield be appointed as chairperson of the Task Force on the Arts and that Dr. Michael Richman be appointed as vice chairperson of the Task Force on the Arts to serve from July 1, 1990, until the work of the task force is completed.

RESOLUTION NO. 385-90 Re: DISCUSSION OF A PROPOSAL REGARDING
POLICY DECISIONS ON MATH AND
SCIENCE

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

RESOLVED, That the Board schedule a time to discuss the following proposal on policy decisions on math and science:

RESOLVED, That the Board of Education directs the superintendent to implement, through formal policy, program and regulatory changes, the following actions:

1. All high school students shall successfully complete mathematics courses, including (but not limited to) algebra, symbolic logic, statistics and probability, as well as material which spells out the nature, purposes and uses of mathematics.
2. All high school students shall complete four years of mathematics in high school as a graduation requirement.
3. All high school students shall successfully complete science courses, including (but not limited to) biology and one other of either chemistry or physics, as well as material which spells out the nature, purposes and uses of science.
4. All high school students shall complete four years of science as a graduation requirement.
5. The requirements in items 1 through 4 above shall be effective for the school year ending in June, 1993.
6. Beginning with hiring of elementary school teachers for the fall of 1991, the goal for employment of elementary teachers shall be that their preparation shall include at a minimum 12 hours of college mathematics courses and 12 hours of college science courses, including algebra and geometry, statistics and probability, biology, and one other of either chemistry or physics. For the 1991-92 school year, one fourth of the new teachers hired shall meet this requirement. By the beginning of the school year of 1996-1997, all new elementary teachers shall meet this requirement.

7. Present elementary teachers now employed by MCPS shall also meet this requirement by the beginning of the school year of 1996-1997, unless there is a compelling demonstration that the requirement can be or has been met in other ways, or needs to be met at a later date for sufficiently convincing personal reasons. MCPS shall provide appropriate support for college courses for these employees.

8. Elementary math and science curriculum and instruction shall be organized to assist all students in becoming ready for the new high school requirements in math and science.

9. Student performance measures shall be developed, K-12, that emphasize and measure higher order thinking skills, problem solving and reasoning abilities, and conceptual understanding, and not just recall or ability to do well on standardized tests.

10. The involvement of business, industry, appropriate government institutions (e.g., NIH, Federal laboratories operated by DoD), and academic institutions shall be enhanced, with expanded involvement of their personnel, materials and opportunities for out-of-school learning activities.

11. Other opportunities for out-of-school learning activities shall also be expanded, focusing in particular on hands-on science and technology activities.

12. Enhance and emphasize the integration at all levels of science, math and technology, including use of computers, in the curriculum and in instruction.

RESOLUTION NO. 386-90 Re: PRACTICAL ARTS CREDIT

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

WHEREAS, There exists the requirement of one practical arts credit to graduate from MCPS; and

WHEREAS, The state has withdrawn its list of five criteria which qualify a class as fulfilling the practical arts credit; and

WHEREAS, There has been much discussion on this issue in relation to specific courses; and

WHEREAS, MCPS should have a clear definition of what criteria constitute a practical arts class; now therefore be it

RESOLVED, That the Board of Education directs the superintendent to study the issues related to the practical arts credit and recommend guidelines for classes that will fulfill this credit; and be it further

RESOLVED, That students, parents, teachers, and other appropriate members of staff and community be asked to review these guidelines.

Re: NEW BUSINESS

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

RESOLVED, That the Board set a time to review the roles, responsibilities, workload, schedules and school system expectations of athletic directors to determine if actions are needed to ensure that these positions are appropriately defined by MCPS; and be it further

RESOLVED, That this review would be informed by a request to principals, central office officials, and athletic directors to comment on this matter, and to the extent that the issues involve contractual agreements, these would need to be addressed in an appropriate fashion with appropriate comment from affected employee organizations.

Mr. Goldensohn assumed the chair.

RESOLUTION NO. 387-90 Re: BOE APPEAL NO. 1990-12

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1990-12 (student matter).

RESOLUTION NO. 388-90 Re: BOE APPEAL NO. 1990-6

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

RESOLVED, That BOE Appeal No. 1990-6 (student transfer) be dismissed.

Dr. Shoenberg assumed the chair.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report
4. Staff Response to Counseling and Guidance Committee Annual Report

Re: ADJOURNMENT

The president adjourned the meeting at 6:10 p.m.

PRESIDENT

SECRETARY

HP:mlw