

NUMBER: 43-1990
STATUS: APPROVED
PLACE: ROCKVILLE, MARYLAND
DATE: NOVEMBER 13, 1990
TEXT:

WHEREAS, County Executive Sidney Kramer has named Mr. Gregg Harvey as the 1990 Most Beautiful Montgomery Countian; and

WHEREAS, Governor William Donald Schaefer has named Mr. Harvey as one of Maryland's Most Beautiful People; and

WHEREAS, Both awards were given to Mr. Harvey in recognition of his extensive volunteer work and commitment to helping people recovering from drug and alcohol addiction; and

WHEREAS, The members of the Board of Education and superintendent of schools are honored that their friend and associate has been recognized for his work with recovering addicts; and

WHEREAS, In addition to his full-time employment with the Montgomery County Public Schools and his commitment to Second Genesis, Mr. Harvey found time to study for and complete his high school education; and

WHEREAS, Mr. Harvey's educational accomplishment has not yet been recognized publicly; now therefore be it

RESOLVED, That on behalf of the staff and students of the Montgomery County Public Schools, the superintendent of schools and members of the Board of Education extend congratulations to Mr. Gregg Harvey, Beautiful Person and High School Graduate.

Re: MORAL AND ETHICAL VALUES IN
EDUCATION

Dr. Pitt indicated that the paper before the Board was background information for general Board discussion.

Dr. Shoenberg pointed out that the work of the Maryland Commission on ethical and civic values listed the kinds of things that were unquestioned values of schools in their role of preparing students to assume responsibility as citizens. Schools were set up to deal with those values in a whole variety of ways, and he recalled these values from his own public school education. He wondered whether they actually did less of that than they might have 40 years ago. He asked how they went about making sure that this particular set of values had attention paid to them at various levels. He remarked that the intent was not always obvious.

Dr. Pitt commented that they did have a policy, but the question was whether the policy was appropriate or not. They did have a variety of approaches within their present curriculum focusing on moral and ethical values. The real issue was the one raised by Dr. Shoenberg.

Mrs. Katheryn Gemberling, associate superintendent, stated that this material was embedded in social studies from elementary to secondary. In particular, these topics were covered in U. S. history and government and contemporary issues. She knew that the objectives were there, but one issue was how they approached the teaching of them. Yesterday her staff had received a presentation on the revised U.S. history program. The demonstration showed how they were using a multiple perspective stressing cultural diversity and respect for the individual. The lesson was designed around a letter from the front in World War II and how this related to current history. It was an excellent example of how a teacher enabled students to form individual opinions, share them, and come to some conclusions, consensus, and differences. As to whether they were doing it more now or less now, she felt that this was difficult to quantify. She thought they were moving to "better," but it would require significant training for teachers in terms of bringing in new issues and perspectives.

Dr. Shoenberg asked whether there was any place in the secondary schools where students were likely to talk in a mode of critical analysis about what loyalty to one's country meant and about what respect for property meant. Mrs. Gemberling replied that both of them were covered throughout four courses in social studies in the high school, particularly in contemporary issues. Students talked about the civil rights movement and the difference between orderly protest versus anarchy. In December the Board would receive a presentation on social studies. They were looking at materials and resources they provided to teachers to help them teach these concepts. Traditional textbooks did not lend themselves to these concepts. Dr. Pitt added that he still had concerns about textbooks. He had recently seen a text which questioned whether the Holocaust had happened.

Mrs. Gemberling said they were looking to other sources to provide teachers. They had found some interesting technological packages that allowed them to put in original materials. They had spent the summer doing that. For example, one of the packages did not have enough material on the civil rights movement, and staff had developed a unit. Staff was using the multicultural perspective as well as the world citizen view.

Dr. Cronin was concerned because it sounded as if they had to write something for teachers. The first level of a social studies teacher was sensitivity to the world around him or her. If they went through history thematically they had to look at issues like the Inquisition, Reformation, Salem, slavery, and civil rights. He thought that first they had to start with sensitivity and a willingness to step aside from the prepared lecture of historical fact to get into a discussion. For example, was it right to have slavery? Can people own each other? First, they had to have a dialogue among the social

studies teachers as to how to approach these issues in the classroom. For example, he hoped that teachers were discussing Vietnam this week and the meaning of the wall. They could discuss what people were putting down at the wall and why they were doing that. Students could discuss this as a values message.

Mrs. Gemberling agreed with Dr. Cronin's perspective of what he hoped was happening in every classroom. On the other hand, some people were more dependent upon their instructional resources than others. If the only source they had was a textbook, MCPS would not be able to do the kinds of things Dr. Cronin was talking about. They were not developing separate units on issues but rather materials throughout the existing instructional units which would support different perspectives and provide teachers with other resources. Dr. Cronin hoped they were not "providing them fish, but rather teaching them to fish." Mrs. Gemberling believed that they were doing this through their training sessions and their sharing sessions.

Mr. Ewing noted that Dr. Pitt had raised the issue of their current policy. It seemed to him that the current policy was a kind of halfway house. He had voted for it, but he had reservations about it because it did not go very far. It said there were a series of values or principles which they thought were worth pursuing. These values had general acceptance and community consensus around them. The problem was that this did not get them where they ought to be. He believed that education was a moral enterprise. The teaching of the young was surrounded by the concerns that parents had and teachers had for the intellectual as well as the moral well-being and development of young people. It was not a matter of infusing moral and ethical values into education. Rather it was a matter that education was a moral and ethical activity. There was a tendency to feel uncomfortable about that because of the diversity of values in American society and the desire to avoid imposing one person's values on everyone else. At the same time it was important to recognize that there were some fundamental moral values without which American democracy could not work. They needed to recognize that and act on that, not just in social studies but in science, mathematics, literature, etc.

Mr. Ewing pointed out that in one of the articles provided the Board it stated that "the purpose of education was not really to make kids smart but to make them good." If they were not good in the civic sense as well as the moral sense, then American democracy could not continue. The problem with the current policy was that it did not say to teachers and to parents why these values were the values they valued, how they were derived, and what they meant to society. He did not think there was an easy way to do this, but this set of issues was embedded in what they did. He had visited a history class yesterday where the

teacher had discussed *raison d'état* and whether a person could do anything on behalf of strengthening his or her state. The class discussed why people should not do things that would harm others in the name of *raison d'état*.

Mr. Ewing thought that teachers were discussing moral and ethical values, but the Board needed to be clearer about why it was important to do this. There were a lot of people who talked about values clarification. To him this was just another name for moral relativism, that all values were equal and none were better than any others. For example, why shouldn't murderers who value murdering people be free of punishment? The question then was what values were important? Values clarification did not try to answer the question of whether there were values that were universal. He thought that their policy did need changing, and he hoped that the Board would address that issue in the future.

Mr. Chang reported that in the elementary schools they tried to focus on the work ethic and self respect. As students moved into middle school and high schools, it was important to infuse values such as loyalty to one's country and respect for property. As he talked to a number of students, it appeared that during social studies courses the curriculum provided facts and figures rather than discussions about how students felt about issues. He thought it was important to include values in other classes such as science when they talked about ethics. He believed that moral and ethical values could be taught informally in the classroom environment. The environment had to be fair, and discipline had to be given out in a sensitive manner. Students and teachers had to be aware of each other's rights and responsibilities. Plagiarism was an important issue in the overall picture of moral and ethical education.

Mr. Chang pointed out that the Board's next item was on parental involvement. This related in a sense to moral and ethical education in that parental involvement was key to the success of a student in terms of education. As many parents found themselves busy with careers, they found it hard to give their children a moral and ethical education. Therefore, in some respects it was up to the schools to support moral and values-based education.

Dr. Pitt commented that Mr. Ewing's example reminded him of some difficulties. For example, how a person taught patriotism and loyalty to America was tied into that person's own values. The Vietnam war was an example of this. There were different reactions in different classrooms by different people. It depended upon the skill of the teacher and his or her ability to get beyond his or her personal perspective and allow open debate.

Dr. Cronin agreed with Mr. Ewing that there were some values that ought to be universal. There were some the American society had

to have, but there was also a wide variety of conflicts in values. In regard to Vietnam, was one person's definition of patriotism different from another's? He thought the policy ought to state that there might be certain values which were universal, but others were open to discussion and clarification.

Dr. Shoenberg recalled that in THE GREAT GATSBY the statement was made, "When I came back from Europe, I wanted the world to be at moral attention." He had the feeling that they were trying to create in the schools a world at "moral attention." As students got older they began to understand the complexity of these issues. Was respect for the flag an absolute indication of one's patriotism and loyalty to country? Was a willingness to allow flag burning a freedom of speech and therefore a loyalty to the Bill of Rights? Like Dr. Cronin, he wondered about a social studies teacher who could not pick these up and make something out of them.

Dr. Shoenberg pointed out that they did not discuss that the reading of literature was a source of discussion of moral values. He assumed this was part of the curriculum. Mrs. Gemberling explained that they did not try to list every single place moral and ethical values were taught. For example, someone had raised the teaching of ethics in science. Dr. Shoenberg said he would go on the assumption that raising moral and ethical questions in the context of literature was de rigueur.

It seemed to Mr. Ewing that if they did indeed think of education as a moral enterprise and students as engaged in learning about moral issues, there were ways to do this that were appropriate for students' stages of development. By high school, the technique ought to be more of a Platonic kind of inquiry about these issues. However, the tradition was that they went as far as raising the issue, discussing it, and leaving it there. The student ended up being unsure rather than clear. Platonic led to a conclusion, but in MCPS they did not often reach conclusion of issues. He thought this was not a matter of curriculum writing, but rather of training and making sure teachers knew how to conduct that kind of inquiry with students.

Dr. Carl Smith, associate superintendent, believed that teachers tended to shy away from this because this was sensitive and could be controversial. They would find lots of cases where issues were not explored for this reason. He felt there was some value in being clear with staff that the Board affirmed the need for discussion of significant values.

Ms. Gutierrez said Mrs. Gemberling had indicated they were looking at curriculum from a multicultural perspective. It was evident to her that these issues were closely related. The values listed were in some cases universal, and sometimes they did not look to the universality of what the real concept was.

With the effort of looking at the curriculum from a multicultural point of view, she wondered how they saw the effective use of a policy such as this. She inquired about the use of the policy and what could be done to make the policy more effective. Mrs. Gemberling replied that they had put together a working definition of what they meant by multicultural, multiperspective education. They talked about the appreciation of diversity, the respect for the individual, the citizen with the world view, and the equal opportunity for every student to succeed. She said they had not suggested to the Board that a formal policy on multicultural education be developed because they were trying to do this through a working infusion approach. The Board could explore drawing these values in and incorporating them. She stressed that they were not in any way in any conflict, rather they were reinforcing.

In regard to curriculum writing, Mr. Chang asked whether the environment was related. For example, just as one should have love for one's county, one should also have respect for one's planet. Mrs. Gemberling replied that there was an initiative from the state on environmental education. They had gone through the curriculum to show where all the environmental issues were covered. These issues were found in science, social studies, English, and aesthetic education. It was not a matter of developing a new curriculum around environmental issues but making sure these issues were clearly taught where appropriate. She agreed to provide Mr. Chang with a copy of that report. Mr. Chang indicated that in his education he had not received very much education about environmental issues.

Mr. Goldensohn thought that the wording of the current policy needed updating in some of the language in terminology and perspective. He said the teaching of moral and ethical values could not be separated from parental involvement in the child's development and education. There had been changes in morals and values over the years. When he was in high school which was pre-Vietnam, certain things were not done. Through the agony of the Vietnam conflict society had changed. For example, they had to stress that while one should be loyal to one's country, there were ways of correcting imperfections through legal means. He hoped that they would teach the children to think, to reason, to debate, and to be willing to question. Values changed with time. He wanted to know that each child would be given the opportunity to not just hear about what was the right thing but to discuss this with the teacher and to understand why they had that value. That student might be the person who sparked the updating of the value. If they taught the children to do this, they could teach their parents. Dr. Pitt agreed with Mr. Goldensohn because it was important to teach the concept of citizens questioning government because this was an important issue in a democracy.

Dr. Cronin asked if they were defining as universal that which was European, middle-class, Judeo-Christian, and white Anglo-Saxon Protestant values. That raised what people went through as they attempted to flee countries, as they attempted to live in inner cities. Were there value systems which changed drastically because of survival needs? He asked whether there were multicultural levels that they had to be aware of when they taught values which turned people into European middle-class whites.

Dr. Shoenberg thought that there were some kinds of beliefs that one had to hold within certain parameters if they wanted democracy to survive and they wanted people to live together. They had gotten so far into relativistic notions it was hard for him to see how they would survive as a world community. The present policy was trying to get at some things they believed in. They had to live this way if they were going to go on living with each other. There were some places that the school, not only by what it taught, but the way in which it conducted itself had to exemplify.

Mrs. Gemberling commented that the statement had been made that the just decision in a society was one that every member of that society would make even if he or she did not know in advance who or what role they would be playing in that society. If you could make your decision for justice regardless of your place in that society, it would be a just decision. This should be the major emphasis that they tried to teach. Dr. Shoenberg thanked staff for a very good and helpful paper. Mrs. Gemberling indicated that Ms. Robin Confino and Dr. Renée Brimfield had done a lot of the work on the paper.

Re: POLICY ON PARENTAL INVOLVEMENT

Mrs. Praisner moved and Dr. Cronin seconded the following resolution:

WHEREAS, Research has shown that students learn better with the ongoing support of parents and other adults; and

WHEREAS, The Board of Education has supported parental involvement over the years; and

WHEREAS, The Board of Education has expressed a desire to strengthen initiatives to support community parenting skills; and

WHEREAS, Although many elements of effective parental involvement programs are currently present in our schools, there is no comprehensive policy that defines and guides parental involvement in the school system; 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 the following policy on parental involvement be adopted.

PARENTAL INVOLVEMENT

A. PURPOSE

To reaffirm the Montgomery County public school system's strong commitment to the role of parents in their children's education and to promote effective, comprehensive parental involvement.

In this policy, "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

Achievement of this purpose will be sought through a variety of efforts including:

1. Effective two-way communication between all parents and schools regarding school system policies and regulations, local school policies and an individual child's progress
2. Activities to encourage parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events
3. Information and programs for parents on how to establish a home environment to support learning and appropriate behavior
4. Information and programs for parents about how they can assist their own children to learn
5. Assistance to develop parental involvement in educational advocacy through PTAs and other organizations, including school system task forces and advisory committees

B. PROCESS AND CONTENT

While each division, office and school must assess its role and plan of action to meet these goals, all MCPS employees are expected to convey a commitment to parental involvement.

1. Consistent with this commitment, local schools are expected to:
 - a. Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and individual student progress
 - b. Support and encourage parental volunteer opportunities
 - c. Provide programs that assist parents in learning how they can help children learn, including activities that are connected to what children are learning in the classroom
 - d. Work with PTA leadership to ensure parental input
2. In addition, appropriate staff in central and area offices are expected to support local school efforts and, where relevant:
 - a. Communicate with parents on school system policies and regulations
 - b. Provide for the development of parenting programs and materials
 - c. Maintain and support with appropriate information and training parental volunteer opportunities countywide
 - d. Assist in the development of parental leadership through PTAs and other recognized groups
 - e. Work with businesses, organizations, and other government agencies which by their policies and activities can provide support and assistance for parental involvement efforts
 - f. Provide appropriate teacher and staff training to support effective parental involvement
 - g. Identify and publicize promising programs and practices related to parental involvement
 - h. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family connections in their training programs

- i. Develop methods to accommodate and support parental involvement for all parents with special needs including those with limited English proficiency and those with physical handicaps
 - j. Develop mechanisms for local schools to use in order to assess the effectiveness of their parental involvement efforts
3. The superintendent will assess the status of parental involvement, review existing policies and procedures, and develop necessary regulations and procedures to support this policy.
 4. The Board of Education will support parental involvement by seeking parental input on school system policies, including curriculum, facilities and funding issues.

C. REVIEW AND REPORTING

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

RESOLUTION NO. 667-90 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON PARENTAL INVOLVEMENT

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

RESOLVED, That the proposed policy on parental involvement be amended by adding the following to B.2.f:

Conduct staff and parent training in ways to communicate and work together including problem solving, conflict resolution skills, and outreach strategies.

RESOLUTION NO. 668-90 Re: AN AMENDMENT TO THE PROPOSED POLICY
ON PARENTAL INVOLVEMENT

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

RESOLVED, That the proposed policy on parental involvement be amended by adding "including the use of cable television, pamphlets, adult education courses, parent resource centers, and programs designed to orient new parents to MCPS" to B.2.b and "including a review of staff and budget support" to B.3.

RESOLUTION NO. 669-90 Re: POLICY ON PARENTAL INVOLVEMENT

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

WHEREAS, Research has shown that students learn better with the ongoing support of parents and other adults; and

WHEREAS, The Board of Education has supported parental involvement over the years; and

WHEREAS, The Board of Education has expressed a desire to strengthen initiatives to support community parenting skills; and

WHEREAS, Although many elements of effective parental involvement programs are currently present in our schools, there is no comprehensive policy that defines and guides parental involvement in the school system; 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 the following policy on parental involvement be adopted.

PARENTAL INVOLVEMENT

A. PURPOSE

To reaffirm the Montgomery County public school system's strong commitment to the role of parents in their children's education and to promote effective, comprehensive parental involvement.

In this policy, "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

Achievement of this purpose will be sought through a variety of efforts including:

1. Effective two-way communication between all parents and schools regarding school system policies and regulations, local school policies and an individual child's progress
2. Activities to encourage parental volunteer opportunities in schools both in the classroom and in

other areas of the school including attendance at local school programs and events

3. Information and programs for parents on how to establish a home environment to support learning and appropriate behavior
4. Information and programs for parents about how they can assist their own children to learn
5. Assistance to develop parental involvement in educational advocacy through PTAs and other organizations, including school system task forces and advisory committees

B. PROCESS AND CONTENT

While each division, office and school must assess its role and plan of action to meet these goals, all MCPS employees are expected to convey a commitment to parental involvement.

1. Consistent with this commitment, local schools are expected to:
 - a. Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and individual student progress
 - b. Support and encourage parental volunteer opportunities
 - c. Provide programs that assist parents in learning how they can help children learn, including activities that are connected to what children are learning in the classroom
 - d. Work with PTA leadership to ensure parental input
2. In addition, appropriate staff in central and area offices are expected to support local school efforts and, where relevant:
 - a. Communicate with parents on school system policies and regulations
 - b. Provide for the development of parenting programs and materials, including the use of cable television, pamphlets, adult education courses, parent resource centers, and programs designed to orient new parents to MCPS

- c. Maintain and support with appropriate information and training parental volunteer opportunities countywide
 - d. Assist in the development of parental leadership through PTAs and other recognized groups
 - e. Work with businesses, organizations, and other government agencies which by their policies and activities can provide support and assistance for parental involvement efforts
 - f. Provide appropriate teacher and staff training to support effective parental involvement. Conduct staff and parent training in ways to communicate and work together including problem solving, conflict resolution skills, and outreach strategies
 - g. Identify and publicize promising programs and practices related to parental involvement
 - h. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family connections in their training programs
 - i. Develop methods to accommodate and support parental involvement for all parents with special needs including those with limited English proficiency and those with physical handicaps
 - j. Develop mechanisms for local schools to use in order to assess the effectiveness of their parental involvement efforts
3. The superintendent will assess the status of parental involvement, review existing policies and procedures, and develop necessary regulations and procedures to support this policy, including a review of staff and budget support.
4. The Board of Education will support parental involvement by seeking parental input on school system policies, including curriculum, facilities and funding issues.

C. REVIEW AND REPORTING

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

RESOLUTION NO. 670-90 Re: IMPLEMENTATION PROCEDURES FOR
POLICY ON PARENTAL INVOLVEMENT

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

RESOLVED, That the Board of Education directs the superintendent to develop implementation procedures and plans and regulations utilizing parental involvement in a work group or task force; and be it further

RESOLVED, That the work group or task force be requested to recommend how to monitor implementation through continuing parental involvement after the policy was implemented; and be it further

RESOLVED, That the superintendent report progress to the Board in 90 days and that the Board expects that the policy shall be fully in place and implemented not later than the opening of school in the fall of 1991.

Dr. Shoenberg stated that Dr. Cronin's original motion on a committee on parental involvement was now withdrawn. Dr. Cronin agreed.

Re: HOME/HOSPITAL INSTRUCTION
PROCEDURES AND ENROLLMENT

Dr. Pitt explained that staff had tried to give the Board some background and material. They had tried to answer questions raised by Board members. He introduced Dr. Richard Towers, director of the Department of Alternative and Continuing Education, and Dr. Hiawatha Fountain, associate superintendent.

Dr. Towers reported that the program had been growing with the exception of the N.I.H. component. The percentage of students on home instruction in the overall population was probably less than 1 percent, and as the student population grew, the population of home instruction students grew. The regulations were based on the state by-law and policy; however, staff was cognizant of the fact that they needed to be flexible and to look at individual cases.

Mr. Goldensohn thanked the staff for a very informative paper which was very easy to read.

In regard to dual enrollment, Dr. Cronin said this seemed to have a number of qualifiers like life threatening, too ill to attend school, etc. There was a grey category of a student with a chronic condition which at certain times prevented attendance at school or a student might want to test his or her ability to return to school. However, the student might not be able to do

that on a sustained basis. He asked how they handled this. Dr. Towers replied that the policy was dictated by the state by-law which used the words "life threatening." On the other hand, it was not exclusive. It was an example. For example, some youngsters were receiving chemotherapy and might be in and out of school depending on how they felt on any given day. They would ask the school medical advisor and the youngster's doctor to give them an opinion. Many children were on the dual enrollment system where it was not a life threatening situation. On the other hand, the state tended to be prescriptive so that youngsters did not get put on home instruction who did not need it. He stressed that home instruction was not a substitute for a program one would get going to school.

Dr. Cronin pointed out that in order to run a dual enrollment they had to make transportation and other school arrangements very quickly. A child might use a wheel chair from time to time and need the service of a special education bus. He thought they had to look at the response time through special education transportation. Dr. Pitt said this was an important issue. He noted that their costs in that area had become enormous. Coordination was particularly difficult. Dr. Cronin suggested there might be a way to develop a hot line within special education transportation so that a call would be returned within a day.

Dr. Fountain thought this was an issue they needed to talk about individually because those situations were very unique. Usually if they knew a student was in a hospital and would be needing certain services, they would be prepared to do that. They ran into difficulty when they had a child who had walked to school before and now needed a wheel chair.

Mr. Goldensohn asked whether home instruction was available to students enrolled in accredited private schools. Dr. Towers replied that these students were provided home instruction. Mr. Goldensohn asked about the numbers of these students in a given year and how the home instruction specialists coordinated with the child's school. Dr. Fountain replied that first they would meet with the child's teacher, call the parents to get the books, and assign the teacher according to the needs of the student. It was the law that they had to serve all students who needed home instruction. Dr. Towers added that about 25 students per year received this service.

Mrs. Fanconi recalled that several Board meetings ago there was a discussion about children who were discharged from hospitals on psychiatric admissions and the difficulty in getting them coded and back into regular classes. She asked about the numbers here, how long they had to stay on home instruction, and how that impacted the cost to the system. Dr. Fountain replied that there were about 60 students in this category last year. Home

instruction was approved for 60 days, and after that they had to go back to the attending physician and/or the area associate superintendent to extend the instruction. Mrs. Fanconi requested data on the number of students, the length of time, what was happening during that time, and what was holding up the process of getting them back in the regular school. Dr. Pitt agreed that they needed to follow up on that. He pointed out that they were talking about some youngsters who would not go back to a regular school program and needed to be placed in a special setting.

Mrs. Fanconi commented that the services offered by the home instruction teachers were excellent. She had worked very closely with Dr. Towers and his teachers. She felt that they were not only teachers but also caring professionals. These people got involved with the family and the child. This link was more important than the content area. She complimented Dr. Towers and his staff in terms of the amount of emotional support for the family and the child. The ability of that child to "transition" back into the school was directly related to the commitment of the teachers. Dr. Pitt said that in terms of providing the data, he would hope they would provide some case scenarios.

Mrs. Hobbs said she had questions relating to the student, the home instructor, and the parent. She asked how the parent found out about home instruction. Did the parent ask the principal or a counselor? Home instruction was not a well kept secret, but it was not out there being talked about. For example, she could not find it in the student rights and responsibilities document. Dr. Towers replied that generally the counselor alerted the parents that they needed to make an application for home instruction because their child would be out for an extended period of time. Mrs. Hobbs asked if they should put it in the student rights document, and Dr. Towers felt they did need to do a better job of publicizing this if people were not aware of this service. This would be one way, and there were probably other avenues as well.

Mr. Goldensohn asked about the point at which someone checked with the parents when a child was absent. If they found out the child would be absent for an extended period, did someone offer home instruction? Dr. Towers thought that the pupil personnel workers checked on chronic absences. Ms. Ann Meyer, associate superintendent, added that this was frequently a recommendation that came out of the EMT, and principals routinely recommended to parents that they consider home instruction. Mr. Goldensohn asked how many days had to go by before parents were informed of this program. Dr. Pitt replied that they did have an attendance policy. He thought it might be well to include this in the local school attendance policy where they could specifically speak to the availability of home instruction.

In regard to a child with a chronic and continuing illness, Mrs. Hobbs thought that with a doctor's certificate they could look at

a shorter timeframe to get that child on home instruction. She also thought that if they had a child who missed a considerable amount of school between September and June, that child should be eligible for home instruction during the summer. Dr. Towers replied that home instruction was provided for students missing most of the last quarter of the school year. If the youngster was no longer ill, there were other summer opportunities. They did work with youngsters who might be ill just three or four days a month. In these cases they did not say these children could not have home instruction until they had been out for three or four weeks.

Mrs. Hobbs wondered how today's discussion would be transmitted to the local school. In other words, how would people know they intended to be more flexible about home instruction. Dr. Towers replied that the supervisor of home instruction did a number of outreach activities during the year. He met with the area special services staff to talk about operating procedures. He also operated in a frequent exchange with principals and counselors in almost all of the schools. He would be able to get the word out that they were not looking at the regulations in a very hard and fast way.

Mrs. Hobbs asked about the number of home instructors. Dr. Towers replied that they had about 150 part-time, not all working at the same time. At any given time, there were about 40 or 50 working. Each youngster received about six hours of instruction on a one-to-one basis each week. A home instructor could handle three or four cases a week. Mrs. Hobbs asked whether they ever ran out of funds and had to terminate services. Dr. Towers replied that they had not terminated instruction, but there had been times when home instruction had ended a week earlier than the regular school year. Mrs. Hobbs asked about hiring additional instructors when they had a peak need. Dr. Towers explained that they hadn't "not hired" any people during the course of a year. Mrs. Hobbs asked whether they could provide home instruction in the evening if they could not expand beyond the 150 instructors or could they expand the number of students each instructor had. Dr. Towers replied that they could do this. However, the number of home instructors had not been the problem. Sometimes they had shortages in a particular certification area such as science or mathematics.

Mrs. Hobbs asked about the numbers of students who had been expelled who were receiving home instruction. These students were entitled to home instruction under certain conditions. Dr. Towers replied that at present there were 10 administrative placements and three of those students had been expelled. He explained that in an administrative placement it was an emergency situation where an associate superintendent would put a youngster on home instruction without going through all the paperwork. Dr. Pitt added that some students who had been expelled were

attending evening high school. Dr. Vance commented that home instruction was not an option for students who had been expelled. Typically these students were offered evening school, Saturday school or GED.

Mrs. Hobbs asked whether home instructors were available for additional assistance to a family in a crisis situation. She was thinking of SED students who might not be in a regular educational setting. The family might have other kinds of needs, and she wondered whether the instructor could connect with other county services. Dr. Towers was sure that they did this on an informal basis because they were caring individuals; however, this was not part of their job description. On the other hand, they did have training for home instructors on the availability of services within the school system and the channels they could use through case managers and pupil personnel workers.

Mrs. Hobbs noted that the office consisted of one supervisor, two teacher specialists, one secretary, and 150 home instructors. She asked whether they had plans to increase the staff. Dr. Pitt replied that Dr. Fountain had recommended increasing staff, but he had not approved the increase in his budget. The Board might want to look at this area when they reviewed the superintendent's budget.

Dr. Vance reported that he and Dr. Fountain had discussed home instruction as an alternative program for students. They were getting increasing numbers of youngsters who could not accommodate a comprehensive high school and were close to incarceration. Unfortunately, this was just a discussion because any program such as this would involve additional costs.

It seemed to Mrs. Fanconi that they were looking at the purpose of home instruction. She asked whether they had a written statement. She believed that home instruction was not a substitute for school. For the chronically ill child, they should be looking at home instruction as a support to a child's attending a partial day. She thought they needed to talk about expansion of home instruction to transition students who were coming back from a pregnancy or a major illness to the home school. She suggested they might want to look at the success of these students. In many cases the home instructor had built up a relationship with that student. If they could continue two or three weeks beyond the time when the student returned to school, they might get a better result.

Mrs. Fanconi asked that the Board discuss what they were trying to accomplish, how well were they accomplishing it, and what could they change to make it better. She asked if they had ever looked at having home instruction counselors. For example, did the job description of the home instruction teacher include making referrals. She reported that they now had a pilot in

three schools to work with pregnant teenagers, and in these schools there was active referral. Dr. Shoenberg asked whether staff wanted to respond now, and Dr. Fountain replied that these were insightful questions.

Re: EXECUTIVE SESSION

The Board of Education met in executive session from 12:15 to 1:55 p.m. to discuss calendar, legislation, appeals, negotiations, and personnel matters.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Jean Mallon, MCCPTA
2. Nancy Rea and Paula Fitzpatrick, Quince Orchard Cluster
3. Peggy Driver, St. Martin's and St. Mary's Catholic Schools

RESOLUTION NO. 671-90 Re: PROCUREMENT CONTRACTS MORE THAN
\$25,000

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

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

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

90-03	Text Storage and Retrieval Software - Extension and Proprietary Modifications AWARDEE Information Dimensions, Inc.	\$ 36,265
6-91	Boiler Supplies and Associated Materials AWARDEES	
	Apex Plumbing Supplies	\$ 7,405
	Bartlett Bearing Company	2,081*
	Dan Rainville and Associates, Inc.	4,904
	Ferguson/Lenz	29,470
	Frederick Trading Company	17,209*
	Industrial Controls Distributors	1,609
	Lange Electric Company, Inc.	784
	R. E. Michel Company, Inc.	26,312
	Motion Specialties, Inc.	2,548
	Noland Company	17,443
	Professional Boiler Works	1,709
	Southern Utilities Company, Inc.	23,436

Darnestown	B & W Communications	6,490.00
	B & L Services	7,800.00
	E. C. Decker Service, Inc.	7,850.00
	Harbei Communications	7,765.00
	Lite-way Communications, Inc.	8,634.00
DuFief	B & W Communications	6,580.00
	B & L Services	7,600.00
	E. C. Decker Service, Inc.	8,700.00
	Harbei Communications, Inc.	9,510.00
	Lite-way Communications, Inc.	9,948.00
R. C. Forest	B & W Communications	6,825.00
	E. C. Decker Service, Inc.	8,400.00
	B & L Services	8,600.00
	Harbei Communications	9,630.00
	Lite-way Communications, Inc.	10,304.00
Fields Road	B & W Communications	6,740.00
	B & L Services	7,600.00
	E. C. Decker Service, Inc.	8,200.00
	Harbei Communications	8,684.00
	Lite-way Communications, Inc.	9,806.00

and

WHEREAS, The low bids are within the staff estimate of \$60,000 and funds are available to award the contract; and

WHEREAS, The low bidders are qualified for the work and have met all requirements of the specifications; now therefore be it

RESOLVED, That a \$33,197 contract be awarded to B & W Communications for the installation of cable TV/telecommunication networks at Cannon Road, Darnestown, DuFief, Rock Creek Forest, and Fields Road elementary schools.

RESOLUTION NO. 673-90 Re: MODIFICATIONS FOR HANDICAPPED
INDIVIDUALS - EASTERN AND WESTLAND
INTERMEDIATE SCHOOLS

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

WHEREAS, The following bids were received on November 2, 1990, for modifications for handicapped individuals at Eastern and Westland Intermediate Schools:

BIDDER	BID AMOUNT
1. Ernest R. Sines, Inc.	\$45,980
2. Heritage Builders, Inc.	47,317
3. Milcar Construction Corp.	48,400
4. Ruppert Brothers Construction Company, Inc.	49,303
5. Babu Builders Inc.	49,500
6. Smith & Haines, Inc.	55,730
7. Hanlon Construction Company, Inc.	61,170
8. CKS, Inc.	74,443
9. Lynmar Corporation of Virginia, Inc.	79,920

and

WHEREAS, The low bidder, Ernest R. Sines, Inc., has performed similar projects satisfactorily for Montgomery County Public Schools, and the low bid is below the project architect's and staff estimate of \$50,000; now therefore be it

RESOLVED, That a \$45,980 contract be awarded to Ernest R. Sines, Inc., to accomplish modifications for handicapped individuals at Eastern and Westland Intermediate Schools in accordance with plans and specifications prepared by Fox, Hanna, Architects.

RESOLUTION NO. 674-90 Re: GRANT OF RIGHT-OF-WAY TO WASHINGTON
SUBURBAN SANITARY COMMISSION AT THE
FUTURE GLEN HILLS ELEMENTARY SCHOOL
SITE

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

WHEREAS, The Washington Suburban Sanitary Commission (WSSC) is planning to extend sanitary sewer service through the western portion of the future Glen Hills Elementary School site on Circle Drive, Rockville; and

WHEREAS, The proposed grant of right-of-way of 22,509 square feet and adjacent temporary construction strip will not adversely affect any land anticipated to be utilized for school programming and recreational activities and would benefit the community; and

WHEREAS, This grant of right-of-way will benefit future school construction by eliminating the cost of extending the sewer to the site later; and

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

RESOLUTION NO. 676-90 Re: GRANT OF DEED TO THE MARYLAND STATE
HIGHWAY ADMINISTRATION AT DAMASCUS
HIGH SCHOOL

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

WHEREAS, The Maryland State Highway Administration is planning intersection improvements to Ridge Road (MD 27) and the future extension of Bethesda Church Road that will require a public dedication of 10,372 square feet, or 0.23811 of an acre, from the 33.63-acre Damascus High School; and

WHEREAS, The proposed grant of right-of-way will not adversely affect any land anticipated to be utilized for school programming and recreational activities, and would benefit the community and the school by improving traffic safety and circulation patterns; and

WHEREAS, All construction, restoration, and future maintenance will be performed at no cost to the Board with the Maryland State Highway Administration and its contractors assuming liability for all damages or injuries; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a deed for the 10,372 square feet of right-of-way needed to improve Ridge Road (MD 27) at Damascus High School.

RESOLUTION NO. 677-90 Re: ARCHITECTURAL APPOINTMENT - WINSTON
CHURCHILL HIGH SCHOOL SECOND
GYMNASIUM

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases of the proposed second gymnasium at Winston Churchill High School; and

WHEREAS, Funds for architectural planning were appropriated as part of the FY 1991 Capital Budget; and

WHEREAS, The Architectural Selection Committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Eddy & Eckhardt, Architects, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, Staff has negotiated a fee for necessary architectural services; now therefore be it

RESOLVED, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Eddy & Eckhardt, Architects, to provide professional services for the Winston Churchill High School second gymnasium project for a fee of \$70,000, which is 8.2 percent of the estimated construction cost.

Re: PUBLIC COMMENTS (CONTINUED)

The following individuals appeared before the Board:

4. Joseph Simpson
5. Donna Moeller, Transportation Safety Trainer

RESOLUTION NO. 678-90 Re: ACCEPTANCE OF BROAD ACRES
ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on October 23, 1990, Broad Acres 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. 679-90 Re: ACCEPTANCE OF FRANCIS SCOTT KEY
MIDDLE SCHOOL

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

RESOLVED, That having been duly inspected on October 26, 1990, Francis Scott Key Middle 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.

Re: INSPECTION OF RACHEL CARSON
ELEMENTARY SCHOOL

The inspection date was set for Tuesday, November 20, at 7:30 a.m. Mr. Goldensohn will attend.

November 13, 1990

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1991 Provision for Future Supported Projects a grant award of \$5,000 from the City of Rockville, Community Development Block Grant Program, for the Family Reading Project in the following categories:

CATEGORY	AMOUNT
2 Instructional Salaries	\$2,354
3 Other Instruc. Costs	2,458
10 Fixed Charges	188

TOTAL	\$5,000

and be it further

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

RESOLUTION NO. 682-90 Re: UTILIZATION OF FY 1991 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
SPECIAL EDUCATION/TRINITY COLLEGE
STUDY CENTER

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1991 Provision for Future Supported Projects an \$11,895 grant award from Trinity College to operate a special education professional materials and study center in the following categories:

CATEGORY	AMOUNT
04 Special Education	\$11,175
10 Fixed Charges	720

TOTAL	\$11,895

and be it further

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

RESOLUTION NO. 683-90 Re: FY 1991 SUPPLEMENTAL APPROPRIATION
 AND CATEGORICAL TRANSFER WITHIN THE
 MARYLAND'S TOMORROW PROGRAM

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1991 supplemental appropriation of \$66,278 from Montgomery College, administrative entity for Montgomery County Private Industry Council, of which \$64,769 is state and \$1,509 is federal JTPA funds, for the Maryland's Tomorrow Program in the following category:

CATEGORY	POSITIONS*	AMOUNT
2 Instruct. Salaries	4.3	\$66,278

- * 2.0 Teachers, A-D (10 month)
- 2.3 Instruc. Assts. (10 month)

and be it further

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to effect within the FY 1991 Maryland's Tomorrow program the following categorical transfer:

CATEGORY	FROM	TO
2 Instruct. Salaries	\$	\$38,025
3 Other Instruct. Costs	9,659	
7 Student Transportation	16,500	
10 Fixed Charges	11,866	
	-----	-----
TOTAL	\$38,025	\$38,025

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.

RESOLVED, That the superintendent of schools be authorized to submit an FY 1991 grant proposal for \$10,000 to the Maryland State Department of Education to establish a cooperative educational and outreach program with the Montgomery County Health Department to address HIV/AIDS prevention and education with MCPS students; and be it further

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

RESOLUTION NO. 687-90 Re: MONTHLY PERSONNEL REPORT

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

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

RESOLUTION NO. 688-90 Re: DEATH OF MS. SANDRA K. ADAMS,
SPECIAL EDUCATION BUS ATTENDANT,
AREA 1 TRANSPORTATION OFFICE

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

WHEREAS, The death on August 21, 1990, of Ms. Sandra K. Adams, a special education bus attendant in the Area 1 Transportation Office, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Ms. Adams had been a loyal and dedicated employee of Montgomery County Public Schools for nearly seven years; and

WHEREAS, Students and fellow employees will miss her cheerfulness, dependability and attentiveness to the needs of her passengers; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Ms. Sandra K. 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 Ms. Adams' family.

RESOLUTION NO. 689-90 Re: DEATH OF MR. ROBERT W. JOHNSON,
INSTRUCTIONAL ASSISTANT, AREA 4
ADMINISTRATIVE OFFICE

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

WHEREAS, The death on October 31, 1990, of Mr. Robert W. Johnson, an instructional assistant, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Johnson used his creativity and artistic talents to decorate the halls of Cresthaven Elementary School, making it an inviting, warm and friendly place; and

WHEREAS, Mr. Johnson had excellent rapport with the students and will be greatly missed; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mr. Robert W. Johnson 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. Johnson's family.

RESOLUTION NO. 690-90 Re: DEATH OF MR. WILLIAM H. MILLS,
BUILDING SERVICES WORKER,
GAITHERSBURG HIGH SCHOOL

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

WHEREAS, The death on October 20, 1990, of Mr. William H. Mills, a building services worker at Gaithersburg High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Mills had been a loyal and dedicated employee of Montgomery County Public Schools for over 23 years; and

WHEREAS, Mr. Mills took pride in his work, and his friendliness and concern for students and staff helped create a warm atmosphere at Gaithersburg High School; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mr. William H. Mills 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. Mills' family.

RESOLUTION NO. 691-90 Re: DEATH OF MRS. ELIZABETH A. STUART,
INSTRUCTIONAL ASSISTANT,
POOLESVILLE ELEMENTARY SCHOOL

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

WHEREAS, The death on October 6, 1990, of Mrs. Elizabeth A. Stuart, an instructional assistant at Poolesville Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Stuart had been a dedicated and respected employee of Montgomery County Public Schools for over 16 years; and

WHEREAS, Mrs. Stuart's resourcefulness, creativity and dedication will be missed by her students and fellow staff members; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mrs. Elizabeth A. Stuart 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. Stuart's family.

RESOLUTION NO. 692-90 Re: DEATH OF MRS. AMY K. WILNER,
BRAILLIST, DIVISION OF VISION
PROGRAMS

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

WHEREAS, The death on October 23, 1990, of Mrs. Amy K. Wilner, a brailist in the Division of Vision Programs, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mrs. Wilner was dedicated to working with blind people throughout the community and had been an exemplary employee of Montgomery County Public Schools for over 10 years; and

WHEREAS, Mrs. Wilner's contribution of time, energy, and expertise to blind people commanded the respect and admiration of colleagues and students; now therefore be it

November 13, 1990

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mrs. Amy K. Wilner 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. Wilner's family.

RESOLUTION NO. 693-90 Re: PERSONNEL APPOINTMENTS AND TRANSFER

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

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

APPOINTMENT	PRESENT POSITION	AS
Roberto Perez	Principal Austin Independent School District Austin, Texas	Principal Twinbrook ES Effective: 1-7-91
TRANSFER	FROM	TO
Sherene Webb	Principal Greenwood ES	Principal Springbrook #8 ES Effective: 2-1-91
APPOINTMENT	PRESENT POSITION	AS
Russell Henke	Health Ed. Specialist MSDE Baltimore, MD	Coord. of Health Ed. Div. of Health & P.E. Grade N Effective: 11-14-90

RESOLUTION NO. 694-90 Re: AMENDMENT TO THE POSITION
CLASSIFICATION AND PAY PLAN

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

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

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

RESOLVED, That the classification and pay plan revision proposed below be approved, effective July 1, 1991:

DIVISION OF INTERAGENCY AND ALTERNATIVE PROGRAMS

Establish the new classification of Director, Division of Interagency Programs, pay grade O (\$59,253 minimum - \$72,801 maximum). The current position of Supervisor, Division of Interagency and Alternative Programs, pay grade N (\$54,988 minimum - \$66,975 maximum) will be assigned to the new classification.

DEPARTMENT OF PERSONNEL SERVICES

Change the pay grade of the A&S Personnel Assistant from pay grade 19 (\$30,305 minimum to \$48,609 longevity maximum) to pay grade 21 (\$33,425 minimum to \$53,268 longevity maximum).

DIVISION OF ACCOUNTING

Establish the new classification of Accounting Operations Assistant, pay grade 16 (\$26,187 minimum - \$42,203 longevity maximum). The current position of Account Clerk II, pay grade 11 (\$21,216 minimum - \$33,092 longevity maximum) will be assigned to the new classification.

OFFICE OF THE ASSOCIATE SUPERINTENDENT FOR HUMAN SERVICES

Establish a new classification of Coordinator, Connection Resource Bank, pay grade 20 (\$31,803 minimum - \$50,918 longevity maximum). The current position of Resource Bank Assistant, pay grade 14 (\$23,982 minimum - \$38,355 longevity maximum) will be assigned to the new classification.

DEPARTMENT OF EDUCATIONAL ACCOUNTABILITY

Establish the new classification of Reports Specialist, pay grade 20 (\$31,803 minimum - \$50,918 longevity maximum). The current position of Assistant for Reports, pay grade 17 (\$27,476 - \$44,343 longevity maximum) will be assigned to the new classification.

DIVISION OF TRANSPORTATION

Reconstitute three office assistant I positions (Grade 9) to special education bus route scheduler positions (Grade 11). Reconstitute six bus operator positions (Grade 9) to transportation safety trainer positions (Grade 11). Reconstitute

five bus operator positions (Grade 9) to transportation assistant dispatcher positions (Grade 10).

Re: PROPOSED ACADEMIC ELIGIBILITY
POLICY

Dr. Cronin moved and Dr. Shoenberg seconded the following resolution:

WHEREAS, There is increasing concern throughout MCPS and the community to strengthen the minimum requirements for student participation in extracurricular activities; and

WHEREAS, The superintendent of schools appointed a study group to review the current academic eligibility policy for students participating in extracurricular activities and forward recommendations to the Board for review and comment; and

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

RESOLVED, That Resolution No. 285-86 dated May 13, 1986, be rescinded; and be it further

RESOLVED, That the following policy IQD be adopted:

ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

A. Purpose

To establish student academic eligibility standards for participation in extracurricular activities

B. Process and Content

Decisions regarding a student's academic eligibility for participation in extracurricular activities will be made as follows:

1. Students in grades 7-12 must maintain a 2.0 average with no more than one "E" (failure) in the previous marking period to be eligible to participate in any activities listed as nonathletic and athletic stipends in the Negotiated Agreement Between Montgomery County Education Association and the Board of Education of Montgomery County Public Schools. This does not apply to students in the fall entering high school for the first time or to students engaged in activities which are extensions of a graded course.

students next year I think some students are put at a disadvantage if some have access to programs that are already well maintained whereas students in other schools may not have the same access. Also I understand the intention of the policy, and I understand that it is important that we realize that education is the first priority for students; however, I do think that we have to be sensitive to at-risk students, we have to be sensitive to students with special needs, and students with learning disabilities. I also feel that some of these extracurricular activities provide an opportunity for an important relationship between the teachers and the students. One question I had -- one of the letters that I read from the B-CC Cluster mentioned the impact this would have on minority students. At B-CC the GPA for minority students is 1.9 which in that case would make them virtually ineligible for extracurricular activities. I am just concerned about that particular school and also the effect in general on the dropout rate if these new standards were to be implemented."

*Mrs. DiFonzo joined the meeting at this point.

Re: A MOTION BY MR. CHANG TO AMEND THE
PROPOSED POLICY ON ACADEMIC
ELIGIBILITY (FAILED)

A motion by Mr. Chang to amend the implementation date of the policy to make it effective with the first grading period of next year to give students the additional opportunity to study over the summer, to provide study programs in all high schools, and provide budget funds failed with Mr. Chang voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, Mrs. Praisner, and Dr. Shoenberg voting in the negative; Mrs. Hobbs abstaining.

Re: A MOTION BY MR. EWING ON THE
PROPOSED POLICY ON ACADEMIC
ELIGIBILITY

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

Add the following before the last Resolved clause:

RESOLVED, That the superintendent be requested to assess the budget impact and requirements for the FY 1992 budget and make his recommendations known to the Board in time for inclusion, if necessary, in that budget; and be it further

RESOLVED, That should implementation of these support activities proposed in the policy not take place for whatever reasons, the Board shall reassess the policy in a timely way before it takes full effect; and be it further

RESOLVED, That the superintendent shall report to the Board by mid-August on the implementation of support activities for students as set forth in the policy; and be it further

RESOLVED, That the superintendent shall develop and implement a plan for monitoring the impact of the policy on among other things extracurricular activity participation and drop out rates; and be it further

Mrs. Praisner asked that the question be divided. Dr. Shoenberg said they would vote on the first three Resolved clauses and then the last Resolved.

RESOLUTION NO. 696-90 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON THE POLICY ON
ACADEMIC ELIGIBILITY

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

Add the following before the last Resolved clause:

RESOLVED, That the superintendent be requested to assess the budget impact and requirements for the FY 1992 budget and make his recommendations known to the Board in time for inclusion, if necessary, in that budget; and be it further

RESOLVED, That should implementation of these support activities proposed in the policy not take place for whatever reasons, the Board shall reassess the policy in a timely way before it takes full effect; and be it further

RESOLVED, That the superintendent shall report to the Board by mid-August on the implementation of support activities for students as set forth in the policy; and be it further

Re: A MOTION BY MR. EWING TO AMEND THE
RESOLUTION ON THE PROPOSED POLICY
ON ACADEMIC ELIGIBILITY (FAILED)

A motion by Mr. Ewing to amend the resolution on the proposed policy on academic eligibility by adding "RESOLVED, That the superintendent shall develop and implement a plan for monitoring the impact of the policy on among other things extracurricular activity participation and drop out rates; and be it further" failed with Mr. Chang, Mr. Ewing, and Mrs. Hobbs voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, Mrs. Praisner, and Dr. Shoenberg voting in the negative.

RESOLUTION NO. 697-90 Re: ACADEMIC ELIGIBILITY POLICY

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

WHEREAS, There is increasing concern throughout MCPS and the community to strengthen the minimum requirements for student participation in extracurricular activities; and

WHEREAS, The superintendent of schools appointed a study group to review the current academic eligibility policy for students participating in extracurricular activities and forward recommendations to the Board for review and comment; and

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

RESOLVED, That Resolution No. 285-86 dated May 13, 1986, be rescinded; and be it further

RESOLVED, That the superintendent be requested to assess the budget impact and requirements for the FY 1992 budget and make his recommendations known to the Board in time for inclusion, if necessary, in that budget; and be it further

RESOLVED, That should implementation of these support activities proposed in the policy not take place for whatever reasons, the Board shall reassess the policy in a timely way before it takes full effect; and be it further

RESOLVED, That the superintendent shall report to the Board by mid-August on the implementation of support activities for students as set forth in the policy; and be it further

RESOLVED, That the following policy IQD be adopted:

ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

A. Purpose

To establish student academic eligibility standards for participation in extracurricular activities

Dr. Shoenberg assumed the chair.

Re: PROPOSED POLICY ON EARLY CHILDHOOD
EDUCATION

Mrs. Praisner moved and Dr. Cronin seconded the following:

WHEREAS, Young children think, learn, and view the world differently from older children; and

WHEREAS, Young children differ from one another in many ways including their pace and levels of development; and

WHEREAS, Self esteem is recognized as an important basis for success; and

WHEREAS, Research indicates that parental involvement in a child's education can strengthen student achievement; and

WHEREAS, The Board of Education has expressed a commitment to enhance its Early Childhood Education Programs; now therefore be it

RESOLVED, That the Montgomery County Board of Education tentatively adopts the following policy on Early Childhood Education:

PHILOSOPHY ON EARLY CHILDHOOD EDUCATION

A. PURPOSE

To establish a philosophy statement on early childhood education that will form the basis for Board of Education decisions and guide staff in planning and program implementation

B. PROCESS AND CONTENT

1. Young Children Differ from Older Children

Young children's thinking, ways of learning, and view of the world are qualitatively different from older children and adults. These youngsters are active and concrete learners who construct knowledge through experiences and interactions with their environment. They are naturally curious and spontaneous. Their eagerness for discovery impels them to explore their world. They are also inherently social and learn from thoughtful and playful interactions with other children and with adults. For young children, learning is sensory--the result of seeing, touching, manipulating, hearing, tasting, taking apart, constructing, and

trying out. Young children experience the world as an integrated whole, not fragmented into subject areas. Physical, cognitive, social, and emotional aspects of children's development and learning are intrinsically interrelated.

2. Young Children Differ From One Another

Although young children share similarities as a group, they differ markedly one from another. Family background, culture, gender, personality, learning style, interest, and abilities contribute to a child's individuality. Children pass through the same sequence of developmental stages, but the pace of development varies from child to child. Moreover, development often does not proceed evenly. The cognitive, physical, social, and emotional levels of maturity may vary within the individual child.

3. Self-Esteem

Young children's feelings about themselves directly affect their learning and development. Early childhood programs can nurture children's self esteem by providing experiences of success, opportunities for self-direction and self-control, and climate of trust and affection. Self-worth is also fostered by interactions which demonstrate appreciation for each child's individuality and ethnicity. Children need to be encouraged to take pride in their own cultural heritage while respecting other cultures.

4. Parents' Role

Parents are their children's primary educators and share this responsibility with the schools. The interrelatedness of the roles of family and school requires a partnership involving communication, shared decision-making, and a variety of opportunities for parents to contribute to the educational process.

5. MCPS Programs

a) Early childhood programs in Montgomery County Public Schools reflect this philosophy by providing developmentally appropriate classroom environments and activities that are supportive of children's active and interactive modes of learning and are responsive to their individual differences. These programs also nurture children's self-esteem and involve families as partners in education.

- b) By the end of the early childhood years, students will have been provided with experiences, given instruction, and nurtured so that they achieve the goals listed in the PROGRAM OF STUDIES for the end of Grade 3.

C. REVIEW AND REPORTING

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

RESOLUTION NO. 699-90 Re: PROPOSED POLICY ON EARLY CHILDHOOD EDUCATION

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

RESOLVED, That the Board of Education endorses the thrust of the policy documents on early childhood education, is committed to enhancing early childhood programs, and wishes to obtain a policy that contains more specific policy objectives and proposed actions and outcomes.

Re: IN-SCHOOL INTEGRATION ISSUES

Dr. Shoenberg explained that the Board wanted to move past those issues that were specifically related to desegregation and to focus on issues of integration to see what the Board might do by way of policy or actions that would enhance the integration of student groups and teacher groups within schools to which they had applied their desegregation policies. Staff had put together a very nice paper on this issue.

Dr. Pitt stated that the Board had adopted a resolution directing him to review the methods and approaches now used in MCPS to assure that integration occurred within schools. They had asked him to discuss other mechanisms that might be employed including, but not limited to, research and the use of human relations specialists and others in efforts to bring about integration in the schools including parents as well as students. Dr. Vance had delegated the responsibility for putting this together to a group of people. The paper provided background and demographic information. It included information on what MCPS was doing now, recent research, and other methods to encourage integration. He saw today's discussion as a preliminary one.

Dr. Vance said he did not delegate as much as he worked closely with the persons who were given this particular assignment. He had worked with a cross-section of MCPS employees as well as persons from outside the school system. They had discussed and reviewed current research with persons who were learned in this area. There were trends they had to be sensitive to including

the location and dispersal of ESOL centers and the identification and the assignment of special needs youngsters. While he could not claim ownership for the paper, it did reflect points of view and observations which were near and dear to him. People knew his commitment to a totally socially integrated society.

Mr. Ewing found the paper to be extremely useful. It had a number of good ideas. He remarked that just as there was a distinction made between desegregation and integration, there was also a distinction to be made between the achievement of integration in a numerical sense and the integration that involved "decreasing homogeneity in school building enrollment and classroom grouping." He agreed with the statement in the paper that this should be encouraged, not only enrollment and classroom grouping but in general through other mechanisms as well to increase the interaction across racial, cultural, and ethnic lines. They should not see all white or all black or all Hispanic groups of students in hallways and cafeterias. They could not force that, but there were things that could be done carefully to encourage much more interaction. The literature stated that this happened more frequently in athletic teams. It might be that they needed to learn the lessons from this and see what more they could do to encourage this.

Mr. Ewing thought it was worrisome that students tended to group themselves that way. It was natural in some respects that people wanted to be with people who were like them, but at the same time they did not want students to be isolated and apart and, therefore, increasingly unwilling to accept others and to be tolerant of diversity. While it was difficult to do, it was an important task for them. He asked if Dr. Vance had suggestions for what could be done and should be done by the school system to increase contacts and decrease the sense of isolation in student groupings, particularly in the secondary schools.

Dr. Vance commented that he had more thoughts about what they shouldn't do rather than what they should do. They should learn from the lessons of the past and not come up with prescriptions or prepackaged plans that superficially tended to address this. Many of the things they had set out to do in Priority 2 would in the long term institutionally correct that. Children tended to socialize with the youngsters they spent time in class with. The social interaction of youngsters was an outgrowth of their associations with classmates.

As to how they got there other than being devoted to many of the initiatives they had started, he did not know. One of the discouraging things was that no one else across the country was doing a thing in this area. When other districts were contacted, they had nothing to offer and were reluctant to discuss this. He thought that once again Montgomery County would be the lighthouse school district in plowing new ground in this area.

Mr. Chang asked about cultural awareness programs other than SAS Day that could be implemented to foster an appreciation of other cultures and enhance integration. He believed that in the policy statements on the middle level and high school there was a goal of fostering an appreciation for other cultures. In regard to multicultural activities, Dr. Pitt believed they needed to continue to do a variety of things in that area. To him the most important thing they could do was to change their approach to the curriculum in this area. Schools were places where young people learned through what happened in the classroom and through role modeling. It was important that the curriculum recognize the contributions and inputs of cultures other than the narrow environment to which they now exposed young people. They were just starting in that area. Children in kindergarten and first grade had to understand differences, the involvement of other people, and the richness of various cultures. To him the most important single thing was to change the curriculum in that aspect.

Dr. Vance reported that when they were doing their research and talking with other folks they found they had a very limited perspective which really wasn't applicable to Montgomery County. These people looked at integration in a more traditional way -- black and white. In Montgomery County, they were looking at black, white, Asian-American, Hispanic-American, and the gap in socioeconomics. When they talked about integration, he wanted to consider all of those as the goal.

Mrs. Katheryn Gemberling, associate superintendent, said they were trying to come up with a working definition of multicultural, multiperspective education. When they contacted other school systems, they found the other systems had separated out multicultural education by adding just another notebook. Montgomery County wanted to promote the idea of the different levels of multiculturalism. The highest level would be one in which they included multiple cultures, multiple perspectives, points of view, social responsibility, and social decisions. When Dr. Gordon met with them, he reinforced that same kind of an approach. They had to have an appreciation of diversity, not just an acceptance, but an appreciation. They had to have respect for the individual, a world view citizen, and the equal opportunity for success for all.

Mrs. Gemberling had reviewed these criteria with the Council on Instruction. All documents coming before the Council had to address those issues. They had a music document come to them, and instead of having an add-on, staff addressed music from individual nationalities, countries, and history. Those countries matched grade for grade the same countries that were being studied in social studies. This was not going to be an easy undertaking.

In regard to mathematics, Mrs. Gemberling said they saw very significant differences in achievement. Therefore, they were wrestling with this one which was probably the most difficult one. They hoped to find what caused children to succeed in mathematics. They had two major approaches. One was the NSF grant, Project Impact, for the primary grades. The Board would be receiving an update on November 26. This focused on effective learning for young children. A Rand Corporation study talked about missed opportunities in math and science which started children down the road of tracking. MCPS was trying to start it off right at the elementary level. They also had the algebra initiative which was directed toward having every ninth grade student enrolled in algebra or above. It wasn't just enrollment in algebra, it was for students to be successful in algebra. Yesterday she had heard a very positive report from teachers in the pilot schools on the initiatives they had taken. One teacher had reported that 48 percent of the students had A's and B's with only two failures because of attendance. Mrs. Gemberling pointed out that these were students who would not have enrolled in algebra before these efforts. Their success rate was better than the students normally taking algebra on their own.

Dr. Oliver Lancaster, director of the Department of Human Relations, noted that cooperative education was part of everything they did research on. He said that third generation desegregation spoke to attitudes and behaviors. He felt they were beginning to change the points of view of the adults in the school. While he was responsible for H.R. 17 training, he did not think it did nearly as much as actually seeing youngsters being successful. He thought that one of their biggest tasks was to address the sensitivity, the expectations, and the understandings of staff members. This was the balance between what was happening programmatically and whether that program was really going to be successful. Unless the attitude of the teacher was positive, a program would fail.

Dr. Lancaster said they had a lot of new concerns. Last year they had a teacher who could not understand why two students could not get along. It turned out that one student was Vietnamese and the other was Cambodian, and the teacher had no understanding of that kind of background. He was enthusiastic about the curriculum work being done so that they would have less of a problem. He had noticed that for the last few years a major topic of discussion had been the issue of expectation. It was also prominent in the literature. He thought that MCPS was on the right track, but they had a very long way to go. However, a lot of good things were happening and they could accelerate that.

Dr. Pitt indicated that they had sent a loud and clear message about expectations. From conversations with supervisors, he thought that the role modeling was starting there. Dr. Lancaster said that the news was depressing around the country where they

talked about desegregation rather than integration, and the Montgomery County Board of Education deserved some credit for putting this on the table to discuss openly and positively.

Dr. Cronin commented that if they looked at today's Board agenda they would see discussions on values education, early childhood programs, and parent involvement. All these formed an integrated package, but it had to go a step further. They had some connections with the county government, but there was a far larger world out there. That world must also get into this dialogue and begin to make its changes. The community was working against what MCPS was trying to do because it allowed communities such as Lincoln Park, Ken-Gar, and Quebec Terrace. MCPS should not try to do this alone and should get help from the communities. Dr. Lancaster recalled that about six months ago Dr. Vance had raised the issue of whether the county was paying attention to trends. He and Bruce Crispell would be meeting on Thursday with the Fair Housing Commission about this issue.

Mr. Chang stated that he and Ms. Gutierrez had discussed minority hiring of teachers and sponsors of extracurricular activities. Role models were important for minority and majority students. Dr. Lancaster agreed that this did make a tremendous difference. He thought that their work in affirmative action had had some success this year; however, they had to look at the roles of people afterschool as well. In working with principals and the area offices, they could support having as much balance as possible. When the balance was not there, community people came to them requesting that balance be provided. Dr. Pitt pointed out that at today's meeting they had appointed an Hispanic principal, and he believed that in the past year they had made some strides. As they did that more and more, they would be able to make better strides because as soon as some people were in position it made it easier for other people to move into those positions.

Ms. Gutierrez noted that they had talked about issues related to the subject, but she did not understand what happened next. How could they begin to coordinate discussions of multicultural curriculum, moral and ethical values, H.R. 17 courses for greater sensitivity, and hiring practices. It seemed to her that if they did not begin to do a much more coordinated approach to the overall issue, they could not begin to be effective. She reported that Dr. Gordon's paper had touched upon the subject of integration within the schools. She asked how the current Board saw next steps with regard to all of these issues.

Dr. Shoenberg thought that this was not as uncoordinated as it might seem. There was an attitude pervading the system that was very supportive of this notion and manifested itself in the long list of programs and activities in the paper before the Board. If they did not have an administrative structure that coordinated

these activities, they did have the tone set by the Board and administrative leadership which suggested that these programs were the ones they wanted. By having these discussions frequently, they cleared the way in which they saw these issues all conducing towards integration. He had heard a number of people in leadership positions who were alert to these issues in everything that they did.

Dr. Shoenberg said they did need to address the issue of where they wanted to come out. He had thought about the separateness of groups in the high school; however, they did not see friendship groups separated by race or religion in elementary schools. Something happened to adolescents and to some degree it carried over into adulthood. They never got that color blind integration that they had in elementary schools, but as adults people formed friendships that began to re-integrate. There was also the truth that there were certain groups of people to whom they felt more culturally allied than other groups and with whom they socialized. He asked why they should expect that to be any different for adolescents. He thought they should not expect high school students to have that total integration and a casting off of those assumptions that formed their understandings of each other. They should not reject people because they believed their own culture to be superior. Everyone needed to understand the artistry of life in a whole variety of different cultures. However, this did not mean one had to feel equally comfortable with them, but they did not have to reject them.

Dr. Shoenberg hoped they could get to the point where the programs they offered students were powerfully conducive toward their appreciating the artistry of living in the culture of others. Students had to accept that this was a valid world view without necessarily feeling equally comfortable with each other. He thought there was a highly developed sense in this system of the need to move in this direction. He would like them to arrive at the point where if a member of one group wanted to spend a lot of time with members of another group he or she would not be rejected for that. He wanted them to get to the point where they understood the validity of the kinds of assumptions that other sorts of people lived with.

Mrs. DiFonzo remarked that there were a number of ways of interpreting the word, "kind." It could be one's neighborhood kind, one's racial or ethnic kind, one's intellectual kind, or one's extracurricular activity kind. Dr. Shoenberg indicated that this was exactly what he was talking about although some of those kinds had a stronger pull on them than others.

Dr. Cronin said they weren't where they wanted to be. The school system was organic, and there was difficulty in pulling all the pieces together.

Ms. Gutierrez wanted the first focus to be to stop the negative aspects that were occurring. She would ask again about the next steps.

Mr. Ewing replied that in the short term the Board ought to determine what things were the most important to it among the many things it could address. They could then organize these important things in terms of key themes and some major areas where it wanted to set priorities and make decisions. With the help of staff, the Board could determine how it could bring this together. He believed that it was possible to make substantial progress in focusing on some themes. The Board did some of that this summer. The new Board might want to take what the Board did last summer, focus on it, and develop its own position on a series of priorities. It was his view that to get things done they had to decide what was most important and focus on those things.

Mrs. Praisner said it was important to recognize that all of the things being done could be associated with Board initiatives, but they also were associated with what the school system was already wanting to do. It was not a case of being at the beginning of a path but being already on that path. There was a question about how fast they moved along or what piece of the path they chose to concentrate on. To assume that the school system was not doing anything or needed direction was to not give credit to a lot that was already occurring. She pointed out that the integration activities and the multicultural curriculum were not going on because the Board took a vote to do so, but because staff recognized the importance of this.

Dr. Cheung had no doubt that the Board and the system leadership believed in this and tried to make it work. He asked how they assured that when they reached the next level of principals, teachers, and support staff that they would make this work. These people had the day-to-day contact with the students, and they needed to get the message to these people. Dr. Shoenberg replied that they would not have the long list of programs included in the paper if teachers, principals, and others of the schools did not believe in what they were talking about. The Board did not make up those programs and could not take credit for them. He thought there would always be some people who did not get the message. There were some people who were not psychologically or culturally prepared to get the message. They needed to continue to work with those people.

Dr. Cheung agreed that they had a lot of innovations, but they were random and not organized. Maybe they were sitting in the ivory tower and wanted to see things from their perspective. The community saw things from a different perspective.

Dr. Pitt commented that the problem was enormous and not simple. They were dealing with 13,000 individuals, and those individuals reflected society. He thought they had a long way to go, but he did not think they existed in an ivory tower. He said that the executive staff and others had an understanding of what the world was like. These people represented a broad range of experiences. He agreed they did not have a plan that would work totally, but it was not that simple an issue. He believed they had the goodwill of a lot of people; however, the work could be better coordinated. The Board needed to decide about which issues to focus on and ask staff to give support to those issues. The issues of a multicultural society, families, and people achieving to their abilities were not simplistic. The Board needed to focus on the two, three, four, or five things it believed were important. Dr. Pitt explained that the superintendent was not just an educator. He ran a huge operation and spent a lot of time worrying about the budget. It was important for the staff to keep focusing on these other issues. While they weren't as coordinated as they should be, there was a lot of interest in solving those problems.

Mr. Goldensohn remarked that the gauntlet was down on the table that if the progress was not there to everyone's satisfaction, it was the job of the new Board to pick up the gauntlet. The four new members brought a fresh perspective to the Board that had not been duplicated in eight years. Dr. Cronin suggested that the new Board get to know the staff before they undercut them. He said they should go out to the schools and walk in their shoes.

It seemed to Dr. Shoenberg that the collection of things they were doing was very impressive. He thanked staff for a good discussion.

Re: BOARD MEMBER COMMENTS

1. Mrs. DiFonzo reported that she had attended the state PTA convention in Ocean City. She had attended 14 out of the past 15 state conventions, and this was the best of the lot. It was satisfying to her that three people from Montgomery County received awards that evening. Rose Gordy, an English teacher at Wootton, was recognized. J. D. Speller received a plaque and the program at Banneker was recognized by the National PTA as an outstanding program. Dr. Pitt received a Golden Apple award which is the most prestigious award offered by the state PTA. She believed that only two superintendents had received this award, and both had been Montgomery County superintendents. She offered her congratulations to the three of them. This was the largest Montgomery County turnout because of the leadership shown by Jean Mallon, Gloria Martin-Pressman, and Sharon Friedman.

2. Mr. Ewing asked whether the item of information on magnet schools would be put on a future agenda for discussion. Dr. Pitt

thought it would be up to the new Board officers. Dr. Shoenberg said that were he to remain in charge the item would be scheduled for discussion.

3. Mr. Chang noted that Thursday, November 15, was Sensitivity Awareness Symposium Day. He wished good luck to all involved in the program which fostered an appreciation for all cultures, human conditions, and special needs.

4. Mr. Chang reported that November 15 was also the hearing date for M.C. 101 dealing with full voting rights for the student Board member. Mr. Goldensohn would be testifying on behalf of the Board. He, the MCR president, Peter Robertson, and David Naimon would also be testifying.

5. Mr. Goldensohn suggested that the four new Board members become involved in the Odyssey of the Mind activities.

RESOLUTION NO. 700-90 Re: EXECUTIVE SESSION - NOVEMBER 26, 1990

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

WHEREAS, The Board of Education of Montgomery County 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 November 26, 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. 701-90 Re: MINUTES OF OCTOBER 9, 1990

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

RESOLVED, That the minutes of October 9, 1990, be approved.

RESOLUTION NO. 702-90 Re: MINUTES OF OCTOBER 18, 1990

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

RESOLVED, That the minutes of October 18, 1990, be approved.

RESOLUTION NO. 703-90 Re: MINUTES OF OCTOBER 22, 1990

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

RESOLVED, That the minutes of October 22, 1990, be approved.

RESOLUTION NO. 704-90 Re: AMENDMENT TO POLICY ON ALCOHOL AND DRUG ABUSE

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

WHEREAS, Staff and attorneys have pointed out that a statement on illegal actions relating to alcohol and other drug use should be included in the Policy on Combating Alcohol and Other Drug Abuse; now therefore be it

RESOLVED, That Resolution No. 370-90, dated June 12, 1990, be amended to include the following statement under B. Process and Content as the last sentence in the introductory paragraph regarding employees:

"Any illegal action relating to alcohol and other drug use/abuse by any school system employee continues to be grounds for immediate dismissal."

RESOLUTION NO. 705-90 Re: BOE APPEAL NO. 1990-40

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

RESOLVED, That BOE Appeal No. 1990-40 (a student transfer) be dismissed because of a lack of response from the appellant.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. A Microscope on Magnet Schools: Secondary Magnet Programs
4. Monthly Financial Report
5. Minority-, Female-, or Disabled-owned Business Procurement Report for the First Quarter of Fiscal 1991

Re: ADJOURNMENT

The president adjourned the meeting to an executive session at 5:15 p.m.

PRESIDENT

SECRETARY

HP:mlw