

occasions; and

WHEREAS, The purpose of this month is to recognize Americans of Asian/Pacific descent and their continued and invaluable contributions to this nation; and

WHEREAS, The heritage of Asian/Pacific Americans enhances the diversity and richness of the student body and staff of the Montgomery County Public Schools; and

WHEREAS, Asian/Pacific American students and staff contribute to the success of the Montgomery County Public Schools through their participation in all aspects of education; now therefore be it

Resolved, That on behalf of the superintendent, staff, and students of the Montgomery County Public Schools, the members of the Board of Education hereby declare the month of May 1992 to be observed in MCPS as "Asian/Pacific American Heritage Month."

Re: PUBLIC COMMENTS

The following individuals appeared before the Board:

1. K. L. Wang
2. Michael Lin

RESOLUTION NO. 301-92 Re: CAPITAL PROJECTS TO BE CLOSED
EFFECTIVE JUNE 30, 1992

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

WHEREAS, The Board of Education annually closes capital projects and transfers the unencumbered balances to the appropriate accounts; and

WHEREAS, The Department of School Facilities has reviewed capital projects that may be closed effective June 30, 1992, providing for the capitalization of \$97,587,227.00; and

WHEREAS, The Department of School Facilities has reviewed other capital projects that may be partially capitalized effective June 30, 1992; and

WHEREAS, The Department of Educational Facilities Planning and Capital Programming has coordinated this activity with County Council and county executive staff; now therefore be it

Resolved, That the superintendent be authorized to close, effective June 30, 1992, capital construction projects listed below and to transfer the local unencumbered balances totaling \$81,624.000, subject to final audit, to the local Unliquidated Surplus Account (balance before transfer \$74,276.05):

April 27, 1992

<u>Project No.</u>	<u>School</u>	<u>Balance</u>
125-01	Quince Orchard High	\$21,457
158-01	Ronald McNair Elementary	554
159-01	Rachel Carson Elementary	-0-
201-17	Richard Montgomery High	-0-
227-04	Ritchie Park Elementary	26,400
309-03	Burnt Mills Elementary	452
311-06	Francis Scott Key Middle	-0-
408-04	Westbrook Elementary	6
502-06	Olney Elementary	16,244
514-01	Judith A. Resnik Elementary	-0-
558-08	Whetstone Elementary	-0-
565-01	Sequoyah Elementary	-0-
568-04	Stedwick Elementary	-0-
774-09	Highland Elementary	-0-
783-07	Kensington Parkwood Elementary	15,850
789-13	Albert Einstein High	613
808-06	Cresthaven Elementary	-0-
815-16	John F. Kennedy High	-0-
9929	Environmental Hazard Abatement	<u>48</u>
	Total	\$81,624

and be it further

Resolved, That the superintendent be authorized to partially capitalize, effective June 30, 1992, capital construction projects listed below:

<u>Project No.</u>	<u>School</u>	<u>Capitalization</u>
545-01	Watkins Mill High	\$27,561,000
652-02	Monocacy Elementary	3,733,000
773-08	Rock Creek Forest Elementary	<u>2,290,000</u>
	Total	\$33,584,000

and be it further

Resolved, That the county executive be requested to recommend approval of these actions to the County Council.

April 27, 1992

RESOLUTION NO. 302-92 Re: INSTALLATION OF COMPUTER AND CABLE
 TV/TELECOMMUNICATION NETWORKS AT
 THE PINE CREST ELEMENTARY SCHOOL
 AND SENECA VALLEY AND SHERWOOD/
 MAGRUDER MIDDLE SCHOOLS

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

WHEREAS, The following sealed bids to install computer and cable TV/telecommunication networks at the Pine Crest Elementary School and Seneca Valley and Sherwood/Magruder middle schools were received on April 14, 1992:

Computer Network Installations

<u>School</u>	<u>B&W Communications</u>	<u>Orion Communications, Inc.</u>
Pine Crest ES	\$10,249.00	\$12,799.00
Seneca Val. MS	22,750.00	36,095.19
Sher/Mag. MS	<u>15,500.00</u>	<u>23,803.84</u>
TOTAL	\$48,499.00	\$72,698.03

Cable TV/Telecommunication Network Installations

<u>School</u>	<u>B&W Communications</u>	<u>Orion Communications, Inc.</u>
Pine Crest ES	\$18,600.00	\$17,550.00
Seneca Val. MS	30,800.00	29,900.00
Sher/Mag. MS	<u>30,925.00</u>	<u>29,750.00</u>
TOTAL	\$80,325.00	\$77,200.00

and

WHEREAS, The low bids are below the staff estimates of \$50,000 for the computer network installations and \$80,000 for the cable TV/telecommunication network installations, and funds are available to award the contracts; now therefore be it

Resolved, That a \$48,499 contract be awarded to B & W Communications for the installation of computer network cabling at the Pine Crest Elementary School and Seneca Valley and Sherwood/Magruder middle schools; and be it further

Resolved, That a \$77,200 contract be awarded to Orion Communications, Inc. for the installation of cable TV/telecommunications network at the Pine Crest Elementary School and Seneca Valley and Sherwood/Magruder middle schools.

April 27, 1992

RESOLUTION NO. 303-92 Re: UTILIZATION OF FY 1992 FUTURE
SUPPORTED PROJECT FUNDS FOR THE
JOHNS HOPKINS UNIVERSITY (JHU)
SCHOOL ADMINISTRATION PROJECT

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

Resolved, That the superintendent of schools be authorized to receive and expend within the FY 1992 Provision for Future Supported Projects a grant award of \$3,800 from the Johns Hopkins University (JHU) for the JHU School Administration Project, in the following categories:

<u>Category</u>	<u>Amount</u>
1 Administration	\$3,553
10 Fixed Charges	<u>247</u>
Total	\$3,800

and be it further

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

RESOLUTION NO. 304-92 Re: FY 1992 SUPPLEMENTAL APPROPRIATION
FOR THE EVENT-BASED SCIENCE PROJECT

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

Resolved, That the superintendent of schools be authorized to receive and expend an FY 1992 supplemental appropriation of \$308,611 from the National Science Foundation (NSF) to establish the Event-Based Science Project, in the following categories:

<u>Category</u>	<u>Positions</u>	<u>Amount</u>
2 Instructional Salaries	2.0	\$191,511
2 Other Instructional Costs		86,959
10 Fixed Charges	<u> </u>	<u>30,141</u>
Total	2.0	\$308,611

* 1.0 Project specialist (E)

* 1.0 Secretary (Grade 10)

and be it further

school programs; and

WHEREAS, As a result of the Board of Education's operating budget request for FY 93, the senior high summer school program will be shifted to the Adult Education and Summer School Enterprise Fund; and

WHEREAS, This enterprise fund must generate revenue to make the programs self-supporting; now therefore be it

Resolved, That the Board of Education set summer school fees for FY 93 as shown on the fee schedule.

Mrs. Fanconi made the following statement for the record:

"What we did when we created enterprise funds was we moved the cost from the taxpayer to the user. When it comes to education, that is something that is very problematic. I think it really creates a barrier because of equitable access, truly equal access. For many people, they look at that fee, and they don't even think about applying for a waiver. They just say, 'I can't afford that.' I have a real problem with the fees for ESOL and special education. An enterprise fund creates a problem for an education organization because we have a Constitutional amendment that provides a free and equally accessible education. The second problem that I have is people's feeling that it is an easy way to get around things for enterprise funds, and I just hope we will have more discussions in public, and that the press can do more discussions of what it means when you have an enterprise fund because it was clear from the discussion at the Council today that they thought that was an easy way to do things. And I think for these students it certainly is not easy to come up with \$200. "

RESOLUTION NO. 307-92 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON SUMMER SCHOOL FEES

On motion of Mr. Ewing seconded by Mrs. Fanconi, the following resolution was adopted with Mrs. Brenneman, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Hobbs voting in the negative:

Resolved, That the proposed resolution on summer school fees be amended to increase average class size for the senior high school summer school program so that the charge for regular courses would be \$185.

RESOLUTION NO. 308-92 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON SUMMER SCHOOL FEES

On motion of Mrs. Fanconi seconded by Ms. Gutierrez, the following resolution was adopted with Mr. Ewing, Mrs. Fanconi,

Ms. Gutierrez, and Mrs. Hobbs voting in the affirmative; Mrs. Brenneman voting in the negative#:

Resolved, That the proposed resolution on summer school fees be amended so that ESOL and the three basic skills remedial programs would stay at the previous year's level (ESOL would be \$135, and SIA, Basic Skills, and Maryland Functional Tests would be \$60).

RESOLUTION NO. 309-92 Re: AN AMENDMENT TO THE PROPOSED
RESOLUTION ON SUMMER SCHOOL FEES

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

Resolved, That the proposed resolution on summer school fees be amended to add the following:

Resolved, That the Board of Education direct the superintendent to come back to the Board as quickly as possible with recommendations with respect to Adult Education fees that fully meet the cost requirements of offering these courses in Adult Education; and be it further

Resolved, That the Board of Education will review this whole matter in the early fall with regard to options that could be pursued for next year in both funding and delivery of course offerings including a look at other jurisdictions and LEAs and the fees of Montgomery College, the Recreation Department, and summer camps in the private sector; and be it further

Resolved, That the Board direct the superintendent to come back to it as quickly as possible with fees that would be imposed on those who are not county residents for both Adult Education and Summer School that are total cost fees.

RESOLUTION NO. 310-92 Re: SUMMER SCHOOL FEES

On recommendation of the superintendent and on motion of Dr. Cheung seconded by Mr. Pishevar (moved and seconded on April 14, 1992), the following resolution was adopted with Mrs. Brenneman, Mr. Ewing, Mrs. Fanconi, and Ms. Gutierrez voting in the affirmative; Mrs. Hobbs voting in the negative#:

WHEREAS, As a result of County Council action on the FY 92 Operating Budget, an enterprise fund was established for summer school programs; and

WHEREAS, As a result of the Board of Education's operating budget request for FY 93, the senior high summer school program will be shifted to the Adult Education and Summer School Enterprise Fund; and

WHEREAS, This enterprise fund must generate revenue to make the programs self-supporting; now therefore be it

Resolved, That the Board of Education set summer school fees for FY 93 as shown on the fee schedule; and be it further

Resolved, That the Board of Education direct the superintendent to come back to the Board as quickly as possible with recommendations with respect to Adult Education fees that fully meet the cost requirements of offering these courses in Adult Education; and be it further

Resolved, That the Board of Education will review this whole matter in the early fall with regard to options that could be pursued for next year in both funding and delivery of course offerings including a look at other jurisdictions and LEAs and the fees of Montgomery College, the Recreation Department, and summer camps in the private sector; and be it further

Resolved, That the Board direct the superintendent to come back to it as quickly as possible with fees that would be imposed on those who are not county residents for both Adult Education and Summer School that are total cost fees.

FY 1992 SUMMER SCHOOL FEE SCHEDULE

PROGRAM	FY 92 FEES	FY 93 FEES
ELEMENTARY		
Summer Institute for Achievement	\$ 60	\$ 60
Regular Program	200	210
Gifted & Talented	200	210
Performing Arts	200	210
MID-LEVEL		
Basic Skills Remedial Program	60	60
SENIOR HIGH		
Arts	200	200
Photography	200	200
Computers	200	200
Physical Education	200	200
Typewriting	200	200
Maryland Functional Tests	60	60
English	135	185
Math	135	185
Science	135	185
Social Studies	135	185
Kennedy Alternative	135	185
CESC Internship	135	185

10

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SPECIAL EDUCATION
ESOL

135
135

160
135

Mrs. Fanconi made the following statement for the record:

"This is not a mandatory program. The state does not require us to do summer school. If we did not have the enterprise fund, we would not be able to fund this program. Even though these fees seem exorbitant I think it is preferable to not having the ability to run the program at all."

RESOLUTION NO. 311-92 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Mr. Ewing seconded by Mrs. Brenneman, 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. 312-92 Re: DEATH OF MS. CLAIRE GRAVES, SPECIAL EDUCATION INSTRUCTIONAL ASSISTANT AT RICA

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

WHEREAS, The untimely death on March 30, 1992, of Ms. Claire Graves, a special education instruction assistant at RICA, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Ms. Graves had earned the respect of colleagues and associates and the affection of students during her more than 13 years of service in Montgomery County Public Schools; and

WHEREAS, Staff and students will miss her winning smile, her commitment to students, and her empathy for people; and

WHEREAS, Ms. Graves' strong organizational abilities and steady, conscientious performance made her a tremendous asset to the RICA program; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Ms. Claire Graves 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. Graves' family.

RESOLUTION NO. 313-92 Re: DEATH OF MR. JOHN S. HOLLINGSHEAD,
CLASSROOM TEACHER ON LONG-TERM
LEAVE FROM MONTGOMERY BLAIR HIGH
SCHOOL

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

WHEREAS, The death on March 10, 1992, of Mr. John S. Hollingshead, a classroom teacher on long-term leave from Montgomery Blair High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, Mr. Hollingshead was a math teacher with Montgomery County Public Schools for more than six years and demonstrated an exceptional understanding of and concern for his students as well as an enthusiasm for his subject matter; and

WHEREAS, Mr. Hollingshead planned and executed instruction in a very skilled manner and was a positive contributor to the overall school program; now therefore be it

Resolved, That the members of the Board of Education express their sorrow at the death of Mr. John S. Hollingshead 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. Hollingshead's family.

Re: VALUES IN EDUCATION

Mrs. Hobbs reported that the Board had discussed moral and ethical values in education in November, 1990. She asked if Board members wanted to proceed with the discussion because Mr. Pishevar was not present, and there was agreement to go ahead with the discussion.

Dr. Vance introduced Dr. Mary Helen Smith, director of the Department of Curriculum and Instruction; Dr. Naomi Plumer, coordinator of early childhood; Ms. Sally Walsh, coordinator of secondary English; and Dr. Richard Wilson, coordinator of secondary social studies. He said that the executive staff had had some rather spirited discussions on values in education. He noted that he had provided Board members with materials from Baltimore City, Howard County, Frederick County, and Baltimore County.

Dr. Smith pointed out that they currently had a policy titled, "Values Education." This contained a list of character and

citizenship objectives that came from the state task force which Montgomery County adopted in 1982, and these were infused in the curriculum. She stated that it was critically important to start all of this pre-kindergarten and continue it through twelfth grade. She commented that a lot of the documents and articles were geared more for middle or senior high school, but in MCPS they looked at this issue from pre-kindergarten to the last day a student attended MCPS.

Dr. Vance asked if Board members had general comments or specific questions on this issue.

Mr. Ewing remarked that his concern with this issue had not changed from the last time they talked about it. He observed that it was important to make a very fundamental distinction between values thought of exclusively in terms of what people chose to believe or assert as their values and fundamental or universal moral and ethnic values that he believed were discoverable by rational processes and useful as elements of public education, and not separable from everything they taught.

This was not something that was in a sense infused because he would argue that education was intrinsically a moral and ethical enterprise. The education of the young rested on the proposition that the society as a whole had an obligation to every child to educate the children, and that society as a whole had an interest in the effective moral education of every child so that that child became a moral citizen and an ethical participant in the life of the community. He believed that otherwise there could be no successful long-term community, no democracy, no justice, no freedom -- none of the things that they said they chose. They could also argue that the choices were choices that they made based on moral precepts that were fundamental.

Mr. Ewing pointed out that this week was a week called, "Days of Remembrance." It was promoted by the U.S. Holocaust Council for the purpose of commemorating what went on then. It seemed to him it was easy to begin a discussion of this sort with the notion that there were some things they all recognized as being either intrinsically evil or intrinsically good. The Holocaust was an example of the former, and one that people would regard as monstrously evil. It was not difficult for them to draw from that the lessons on what they wanted to teach their children. He would recognize that fundamentally there were some very basic differences in views that Americans had about a lot of things, and he would not call those trivial differences but they were not fundamental in the sense he was talking about. If a teacher got involved in a specific view that had to do with advocacy of a certain kind of religious view or a certain kind of sexual life-style, then the school system heard about it. This resulted in a big flap over values.

Mr. Ewing explained that he was talking about something much more

fundamental than this. He was really concerned that all too frequently the public schools were seen as playing the role of facilitating choice among any number of competing values and taking no position whatever on fundamental issues and saying to students, "you pick." It seemed to him that this was what values clarification was all about. While clarification was important, more important was a kind of Socratic dialogue of "what is the good." One might never reach an ultimate conclusion of a kind that satisfied all teachers and all citizens, but he would argue that that was what education ought to be about. He believed that they should recognize this and address it. They needed to take on the role and the responsibility of the education of students in moral and ethical values because this was what education was.

It seemed to him that when people talked about infusion they recognized very clearly they were not doing this very consciously and systematically, and yet on the other hand, he thought there was not a teacher in a classroom anywhere who didn't frequently both exhibit by his or her behavior and instruct in a very continuous way students in moral values. He hoped this was true.

He thought it was important to recognize this and be advocates.

The public schools were established in the first place in order not merely to turn out people to get jobs but to turn out citizens who could function in a democratic society. This meant that they had to observe and live by some basic moral and ethical values. If students did not do that, then the value of public schools was greatly diminished.

Mr. Ewing recognized value in the suggestions about how to establish programs and to how to get things going and get the community involved. He thought these were all important, but he did not know if they could make much progress if they did not start with a more fundamental set of propositions.

As someone with a child in the system, Mrs. Fanconi was reminded almost daily of the amount of time schools spent on this issue. Her daughter was constantly challenging her parents to debate with her about ethical and moral issues. As schools used multi-media and current events, there were issues coming up in the classroom on an almost daily basis. She had done a literature search of articles on this issue. As she reviewed the articles, it became clear that they could hardly get into a subject that did not deal with this. Teachers could talk about the ethics of science.

Mrs. Fanconi requested a copy of the documents that were provided the Board on November 13, 1990. She quoted the following from the minutes of November 13, 1990:

"David Chang reported that in the elementary schools they tried to focus on the work ethic and self respect. As students moved into the 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 discussion about how students felt about issues."

Mrs. Fanconi thought that David's point was about the environment and how teachers treated students and how the grading policy was administered. He had talked about fairness and modeling fairness. He had recommended that the Board look at the Students Rights and Responsibilities Policy as a way of dramatizing this issue to students.

Mrs. Fanconi said she would like to talk about the things they were doing. They had made a focus on Success for Every Student. They were looking at the increasing multiculturalism of the school system as to what changes might come about. It seemed to her if they really went for inclusion, this meant that every student was valued and had something to contribute. She said that this was a tremendous lesson for students to learn. They were talking about conflict resolution, security, and helping children make better decisions. She indicated that they had to look at whether changes needed to be made here. Another issue was Total Quality Management which dealt with the value of each individual employee and how employees were taken into consideration when decisions were made that affected the work place. In turn, teachers had to value students. She thought that these were things that they had already decided to do. She asked about changes that might come about as they looked at all of these issues. She pointed out that MCPS was not totally textbook-driven, but articles she had read talked about the problems in having texts stay values neutral. She would like to discuss whether they needed to do textbook review or discuss materials they used.

Dr. Smith said that Dr. Wilson would address the issue of textbooks remaining value neutral and finding other ways of getting information into the classroom. Board members were aware of the multimedia approach in social studies which contributed to the notion of not depending on a textbook and looking at primary sources. Dr. Wilson reported that the social studies supervisors in five counties had met and talked about curriculum. When the discussion turned to textbooks, MCPS was able to show these people the addendums they had developed to each of their units where they included speeches and documents that the textbooks left out. This enabled teachers to go into those affective areas easily.

Dr. Plumer recalled that in the formulation of the early childhood policy they had done a lot of reading and research. She had used a values education book entitled, How to Generate Values in Young Children. In the forward of the book, the author

stated:

"Children who enter adulthood without experience in the process of choosing, deciding, and being creative are truly handicapped. Their chances for success in life are diminished. In a sense they are a burden to themselves. Very often they also become a burden to society. Instead of developing values in which they believe, they respond to force, fear, and greed. Moral and ethical values are imperative to happiness. They arise from choices between modes of conduct and a decision to follow one or another. Confidence in one's ability to derive satisfaction from a particular set of values stems from the experiences one gains in self-generated activities, in work, education, or recreation during which such choices occur. The essences and processes of choosing, deciding, and being creative not only form the roots of each individual's set of values, but also taken together generate the value structure of our entire society."

Dr. Plumer reported that in their policy there were 16 discrete phrases or sentences lending themselves to values education. These included an emphasis on multicultural education, nurturing and valuing creativity, encouraging thinking, problem-solving, and decision-making skills, non-stereotypic and multiple perspective materials, and giving children choices and the opportunity to initiate activities.

Ms. Gutierrez asked how they implemented this. Dr. Plumer replied that it was done through teacher training. Most early childhood teachers had had a lot of background in child development, and early dealings with children involved conflict resolution just by nature of the very young child. Part of teacher training was recognizing "the teachable moment." They recognized that at times content was not as important as process or interrelationships.

Ms. Gutierrez asked whether there were regular workshops or training for new teachers. For example, how did they share ideas and experiences? What was the process to produce those outcomes? Dr. Plumer replied that because values education was so much a part of everything they did, she did not see how they could have any training or any workshop that did not include this. In new teacher training, values education came through loud and clear in all content areas.

Mrs. Brenneman said that one of the papers provided the Board was its values education policy with a list of character and citizenship objectives. These could be cross-referenced with the objectives of Baltimore and Frederick. She had talked to three teachers, two in the History Department and one in the English Department. One history teacher talked about multicultural

infusion but had no knowledge of the Board's policy. The other history teacher knew nothing about the Board's objectives but thought they taught some of that within the content. Also, some of this went on during informal discussions with students because many teachers were very wary of getting into those kinds of discussions because they weren't sure what they could talk about.

The English teacher said they didn't do this and was not aware of the policy. She in turn had asked the teacher about getting into the affective domain and how students felt about a story. The teacher replied that of course this was done, but this was not something that would be put on a test. Mrs. Brenneman asked how teachers knew about policies. If teachers knew about the policy, were they comfortable in identifying the objectives the Board had on the books?

Dr. Smith reported that principals made their staffs aware of policies that enabled them to do their jobs. This would be a policy that a principal would want to tell staff about; however, she could not state that every principal had done this every year.

Ms. Walsh commented that it was not surprising that English teachers did not think about values education because at the heart of literature there were values. Literature was one part of their curriculum, and language study was the other. Language study itself was a value-laden subject. For example, they had argued for years about whether they should say "standard" English because this could cast a pejorative light on other kinds of language. Finally, they told children they had to speak the language that most people understood in the business world in order to do well.

Ms. Walsh reported that recently they had tried to alleviate sexist English which was very difficult because English was a sexist language. When they talked about multicultural values, this was a language-rich experience. They also talked about the ways that people looked at certain symbols. In literature from kindergarten to twelfth grade they talked about values. She cited several stories that illustrated values including respect for others, patriotism, a sense of duty to self and family, and self-esteem. She thought that English teachers taught values every day without even realizing it.

Dr. Wilson remarked that through workshops they dealt with pedagogy and content. When they developed courses like Contemporary Issues, they included some of the underside of American history. It did not surprise him that a teacher could not identify the list of core values, but if that teacher was teaching the curriculum, he or she was including values in the classroom.

Ms. Gutierrez stated that she had attended the NSBA convention,

and the keynote speaker had talked about the joy of the English language. However, he attacked the current educational system for no longer providing that joy of language. In listening to staff comments, she agreed that values came through the discipline and effort of opening oneself up to learning. All that you learned came together with your own personal life experience. She was pleased to hear that there was not a test on values learned. In the memo provided the Board, there was an inference to teachers having to defend themselves from communities disagreeing with what was going on in the school system. She thought this was a concern because it forced them into a defensive posture.

In regard to efforts in Baltimore and Frederick, Ms. Gutierrez asked whether it might be valuable for MCPS to have a task force on values. Society was changing rapidly and there was much conflict, and she wondered whether a group would be useful to help carry out the mission of educating through the tools of education. Ms. Walsh replied that it might not be a bad idea to bring a community together to talk about the core of common values. Another way might be to let the public know more about the values education policy. This could be done at PTA meetings to let people know this was already in place. On the other hand, people were very busy and might resent time to discuss these issues.

Dr. Smith pointed out that they had lots of advisory groups and committees. These groups provided them with input on issues that directly impacted the curriculum. They also had the frameworks for elementary, mid-level, and senior high school. The Board would be discussing a middle school policy as well as the Goals of Education. They also had the Success for Every Student document. She thought they had vehicles in place that would allow them to look at values education, and they were receiving input. However, they did have to make sure that teachers were aware of this policy.

Mr. Ewing remarked that one of the things that struck him about this discussion and prior discussions was that they reflected the characteristics of the larger society. American society was based on the proposition that the only way they survived was to achieve reasonable compromises among relative disparate points of view. This was virtue except when it was carried too far. When this happened, they got value neutral textbooks and an emphasis on what was politically correct and a willingness to bow to the currently fashionable and conventional wisdom. While this was very human, it did raise a problem because it promoted moral relativism, a willingness never to make the really hard choices.

He worried that moral relativism was increasingly the lesson that students were drawing from their adolescence. For example, students might think there was no particular reason to choose one way of doing things over another. Nothing was really better or

worse in terms of conduct.

Mr. Ewing pointed out that the list in their policy was a mix. There were things there that were fundamental moral issues as well as things that were very conventional. These things did not raise themselves to the real level of moral issues or ethical problems. He thought that it was important to raise these matters from time to time and try to sort through them. He would hope that they would reflect on whether or not through morally neutral textbooks and through lessons, they were saying to students, "you choose." The alternative was to engage students in some dialogue about the fundamental moral and ethical questions. While he knew this was done, he did not know how consciously it was done and how continuously it was done.

Mr. Ewing cited a book entitled, The Closing of the American Mind, which spoke to what one college professor saw in students coming to the University of Chicago. The professor felt that students were steeped in moral relativism. Mr. Ewing had read half a dozen American history textbooks and concluded that they were dull and fundamentally unwilling to present any real hard issues to students. He cited the example he had used when he taught history of pointing out to students that their text was incorrect. This was an example of what teachers could do to challenge students. He was sure that staff could think of other examples and encourage teachers to challenge students. He hoped that in the future they could take some action to put together a teacher's guide to challenging students to issues of that kind. Dr. Wilson hoped that if Mr. Ewing looked at the more recent guides he would see the conflict and challenge. For example, they discussed with students that women were cut out of the textbooks which was a fundamental value.

Dr. Plumer reported that it used to be in working with four-year olds that when children were in conflict, the first thing a teacher did was to get the offender apologize. Now the teacher did not ask for the apology but rather asked the offender to explain to the victim what caused the behavior. The teacher also asked the children to explain how they felt about what had occurred. This was a more productive way to deal with four-year olds.

Dr. Vance suggested that Dr. Smith might want to provide the Board with copies of some of the teacher guides staff had made reference to. Mrs. Fanconi thanked staff for their work and hoped that as Board members discussed the inclusion policy, total quality management, and Success for Every Student they would recall this discussion on values.

Mrs. Hobbs thanked staff for their presentation.

Re: NEGATIVE AND POSITIVE EFFECTS ON

STUDENTS WORKING WHILE ATTENDING
MCPS

Mrs. Hobbs pointed out that this was one of the Board's Action Areas dealing with student stress.

Dr. Vance asked Dr. Smith to stay at the table. He introduced Mr. Jack Schoendorfer, director of the Division of Career and Vocational Education; Ms. Kathy McGuire, supervisor of the Guidance Unit; Dr. Lynne Gilli, branch chief of the Program Development and Operations Branch of the MSDE Division of Career and Technology Education; and Ms. Irene Penn, branch chief of the Career and Employability Development Branch of the MSDE Division of Compensatory Education and Support Services.

Mr. Schoendorfer explained that the paper before the Board reviewed MCPS practices concerning students who worked and the MSDE task force report on students and work. Because of Board interest in the state report, Dr. Gilli and Ms. Penn had been invited to the meeting. MCPS students who worked could be divided into two categories. The first was students who worked as part of their school program in cooperative education programs. The other category consisted of students who worked independently of their school program. In the first category, there were 1,400 students this school year. The programs combining classroom study and paid-on-the-job training were coordinated by a teacher and the employer. The training plan for the students was developed by the teacher and the work site supervisor. Jobs were related to the career interests of students and provided an opportunity to improve career-related skills. The cooperative education model provided a mechanism for MCPS to monitor student hours, work hours, working conditions, and academic progress.

Mr. Schoendorfer reported that DEA had done a study on the senior class of 1989, and 71 percent of seniors that year were employed during their senior year. It translated to a much greater number of students working independently of their school program. The survey also found that students worked on an average of 21 hours per week. For students working outside of a school program, MCPS involvement was limited to the work permit process. The permits were issued through schools, and the permit had to be signed by the parent for students who were under 16. The permit did not have any information about the number of hours worked which was an issue related to progress in school. Schools monitored the progress of students and identified students who were having difficulty academically. For these students, counselors explored whether work was affecting the academic progress. If this were the case, a counselor would counsel with the student and the family to adjust work schedules.

Mr. Schoendorfer pointed out that in general ESOL students worked

as much as the regular population. The study showed that Hispanic males worked the longest hours of all students, and that Asian females worked the briefest hours. ESOL students, more often than other students, worked to supplement family income or to support themselves. ESOL students faced problems in employment because of their limited English proficiency and the fact that some of them might be undocumented. Students with significant disabilities had an instructional program that included an extensive and prolonged work component. The work place became their classroom, and their learning objectives were geared to the work situation.

Mr. Schoendorfer stated that the Maryland Task Force report presented the report in the context of the Maryland School Performance Program and viewed part-time work as supportive of the school mission and as a benefit to youth. They found that work could play a very valuable role in the development of student attitudes and behaviors that were essential for preparing them for employment and further education. The task force reviewed the research and found that the research base was not comprehensive in content and scope, and that no definite answers existed. Given this, the task force found that part-time work in moderation (up to 20 hours per week) was not adversely associated with grade-point average or academic proficiency. Working up to 20 hours a week was not associated with attendance. Students working longer hours spent less time on homework, and students who did not work were more likely to spend three hours or more watching television per day.

The executive summary of the task force report contained several recommendations. The first was the better implementation of existing state laws and regulations related to employment of minors needed to be a priority. The second was that state and local leadership be devoted to establishing stronger partnerships among parents, educators, and employers to ensure that working students maintain their grades and school attendance. The third was that the rigor of the work permit process be increased, and that the work permit process be computerized. The fourth was that current practices be examined and improved when work interfered with school. The final recommendation was that the report be shared with decision-makers and community leaders so that they could consider the implications of the recommendations.

Mr. Ewing thanked staff for the papers and the presentation because they were useful in understanding the dimensions of the situation. He was torn by students working. He knew that many students had to work and that many students benefitted from work.

However, he wondered about the extent to which working substantial hours reflected inadequate attention to academic work. The report said there wasn't an effect up to a certain number of hours, but he had trouble believing this was so. He worried what they might do in the future would be to lower

standards so that students who worked would have an easier time of it. He did not think they should do that, but he knew they were faced with a dilemma. He knew that a good many universities offered adults nighttime courses leading to graduate degrees, but these generally tended to be less rigorous and less demanding. It struck him that 20 hours a week was a lot of time, and he wished they could arrange things so that no student had to work even that long. He wished that they were not faced with the prospect that students not working were spending their time watching television. He thought the recommendations were fine, but he was worried that they covered over a whole host of problems about students working longer and longer hours.

Ms. Gutierrez commented that the report talked about building partnerships. During a recent trip she took to examine apprenticeship programs in Europe, she found that they recognized the value of work to provide a skill and prepare students for the future. She did not think the study looked at the work students were doing and why students were working. For example, what did this work provide to students other than giving them additional spending money or sustaining their families? In Europe, the employer participated in an educational experience and the work done by students was tied into what was happening in the school.

Concerns about work interfering with studies were irrelevant when there was a much closer partnership of the work/school experience. She asked whether there was a need to move in that direction of facilitating that transition from school to work.

Ms. Penn explained that their task was to look at the effects of part-time employment on students in general. However, the task force spent a tremendous amount of time talking about this very issue. The task force believed that a community response was needed to build a partnership model. In her department they had identified partnership models and were working on this issue; however, it was not a research task and no research had been done in this area.

Ms. Gutierrez commented that as long as it was okay for society to say it was fine for students to provide very inexpensive labor, there was a problem. Somehow the debate had to go beyond how many hours students were working. Mr. Schoendorfer remarked that consistent in the literature was the tie-in of cooperative education programs that had a direct relationship between student employment and their school work. There had to be a training plan, supervision, and communication between the school, the home, and the employer. He felt that the positive effects of work were magnified when they had this partnership. It seemed to Ms. Gutierrez that one idea might be to broaden the school-coordinated work possibilities.

Dr. Vance asked staff to interpret the data in the report. Mr. Schoendorfer reported that they had approximately 1400 students

enrolled in cooperative education programs. There would be about 906 12th graders, which would be about 15 percent of the 12th graders. The 1989 survey found that 71 percent of seniors worked which meant a much larger number of students were working independently. Ms. McGuire reported that most of those were second semester seniors working for college funds and spending money. She believed that if the survey were taken in the fall, these numbers would not be as high. Mrs. Hobbs asked whether they would be doing a survey this year of graduating seniors, and Ms. McGuire replied affirmatively. She asked whether the questions pertaining to work would be in the survey, and Ms. McGuire thought they would be.

Mrs. Hobbs asked about the status of the task force recommendations. Dr. Gilli replied they had been doing briefings throughout the state on these recommendations. Under the first recommendation, they felt that an awareness and information session was very important. On the second recommendation on attendance, the task force agreed that this effort had to be internalized and become a value of parents, students, educators, and employers. This could not be legislated. They currently had a team of people working on identifying partnerships and recognizing promising practices, not specific employers.

In regard to the work permit, Dr. Gilli reported that they were working with the state to develop a process to make the work permit process more rigorous. They asked that the Department of Licensing add the social security number to the work permit process, and this had been done. Ms. Gutierrez asked what happened to children who did not have a social security number but needed to work. Dr. Gilli said they could not deny a student a work permit, but they could counsel with students about their attendance and grades. However, a student could obtain a work permit if they really wanted one. In regard to the fourth recommendation, they had a small group looking into this. On the fifth recommendation, they had shared the report with other agencies with the intent of increasing interest in the whole implementation of the employment of minor laws. They hoped with the sharing of information that students would not slip through the cracks.

Mrs. Hobbs noted that the work permit was signed by the parent, employer, student, and school counselor/administrator and showed the legal hours of work for those 14 to 17 years of age. She asked whether everyone was informed of this. Dr. Gilli replied that they should be; however, the problem was that the hours were on a sheet that could be torn off the form. She said that when the form was reprinted this information would be on the form itself. They also felt there should be something posted so everyone would be aware of the legal hours these students could work. Mrs. Hobbs asked about enforcement of the law. Dr. Gilli replied that the Department of Licensing and Regulations was

responsible, but with budget cuts they had lost their employment enforcement staff. The federal employment of minor laws were rigorously enforced, and the federal agencies could be called in particularly with regard to undocumented students.

Ms. McGuire reported that when counselors found there was a problem with students they called the employer and frequently found that the employers did not know what the laws were. In the recession, they did not see as many students being asked to work the late hours because these jobs were being filled by older people. Right now the 14 and 15 year-old students were not getting jobs.

In regard to the reduction of the WOC teachers, Mrs. Hobbs asked about who would oversee the WOC program. Mr. Schoendorfer replied that this would be done by the cooperative work experience teachers and the marketing teachers. These were Category 1 programs for every high school. Students currently in the WOC program could move into a similar cooperative work experience program or marketing education. They would get their academic classes in the regular program rather than in the WOC program. While those 460 students could be served in these two programs, they were also recommending when they met with counselors that students also examine other options for vocational programs if work for pay were not essential.

Mrs. Fanconi asked whether the vocational support teachers worked with these students or whether the counselors had special updates. Mr. Schoendorfer replied that principals were informed by the deputy superintendent on how to proceed through the scheduling and registration process with this change. Mrs. Fanconi asked whether counselors were surveyed about their needs in particular knowledge areas. Ms. McGuire replied that counselors called to let her know what their needs were. Mr. Schoendorfer had already appeared at a number of meetings with resource counselors. He was also meeting with clusters in smaller groups.

In regard to the 1989 survey of graduating seniors, Mrs. Hobbs said it was interesting to her to see how students spent their money. With the exception of white females, most girls spent their money on clothing. For the males, they spent most of their money on entertainment. She thought that the next survey might show a different pattern with the increase in the cost of going on for further education, the recession, and the economic difficulty that people were having. She thought they were going to see that students were saving their money. Ms. McGuire felt that they would see just a slight change. From the job fairs they had had, every female student headed to the exhibits by clothing stores because they wanted to work to get a discount.

Mrs. Hobbs pointed out that in the task force recommendation

there was a suggestion that schools must be structured to encourage alternative strategies that supported students working. They needed innovative and creative ways to address the needs of students, especially those who had to work.

Ms. Gutierrez asked whether in the surveys there was or would be an effort to distinguish those students who were working under a cooperative program versus those just working at the local clothing store. Mr. Schoendorfer reported that there was a follow-up that the MSDE did related to the assessment of local career and technology education programs. He asked Ann Frantz, acting coordinator of community-based programs, to comment. Ms. Frantz commented that there was a correlation between student success on the job and their participation in cooperative work experience programs. Ms. Gutierrez asked whether they had any way of measuring for non-cooperative education students. Ms. Frantz explained that the surveys went directly from their office to the cooperative work experience coordinators out to the employers. She assumed that a survey could be done on a random basis with students in general who were working. The difficulty would be in getting those surveys back.

Mr. Schoendorfer explained that with the new Perkins Act the state was developing more frequent and more rigorous data gathering for all career and technology education programs including the cooperative education programs. He was not sure about contacting students who were working independently of these programs, but he looked forward to getting much more feedback on the results of their career and technology education programs.

Ms. Gutierrez asked whether the work permit itself had some follow-up activity. Dr. Schoendorfer replied that the state was not able to fund the computerization of the work permit. The recommendation of the task force was to be able to track students who were working and gather information about them; however, this was very difficult to do without that data base information.

Mr. Ewing stated that it would be useful for him to have a finer sense than the survey results about the extent to which students who worked and were not in school-related programs were working in order to further their tastes for consumption or were working in order to help themselves go to college or help their families. He thought the survey had to ask these questions directly. He had objections if students were working more than 20 hours a week and not doing anything connected to current school work or future job opportunities. He didn't know how they could get a handle on this except by saying to parents that they needed to be concerned about this.

Mrs. Hobbs thanked staff and state representatives for joining the Board.

Re: BOARD MEMBER COMMENTS

1. Mrs. Brenneman reported that the Agnes Meyer Outstanding Teacher Award had been presented to Ms. Susan Jeweler, who taught grades four and five at Wyngate Elementary School.
2. Mrs. Brenneman said that last week she had attended the luncheon honoring police and firefighters which was sponsored by the Montgomery County Chamber of Commerce. It was an outstanding ceremony honoring many fine men and women. Two people had been honored for the work they had done at Einstein High School.
3. Dr. Vance indicated that Ms. Ann Meyer had represented him at the Agnes Meyer Award ceremony. He recalled that they used to be invited to the police and firefighters award ceremony, but they had not received an invitation in several years. Mrs. Brenneman commented that she had mentioned this to a number of people, and she hoped this would not happen again. Ms. Fanconi asked whether the Board could send a letter of congratulations to Ms. Jeweler.
4. Mrs. Fanconi reported that she had attended a volunteer recognition program sponsored by the Montgomery County Community Service Partnership and the Montgomery County Volunteer Center. A large majority of people were recognized for working with children in MCPS. She would make the list of honorees available in the Board Office.
5. Mrs. Hobbs commented that on April 15 the Board had an interesting and informal meeting with representatives from advisory committees, foundations, and the ICB. She hoped that as an outcome of that dialogue that they could have additional meetings, and she hoped there would be a follow-up on one of the recommendations. This involved improved public relations, and some people attending the meeting had offered to contribute their time. It was important for the Board to try and promote the Education Foundation because if members of the community wanted to show their support for public education they had to know there was a vehicle to do this.
6. Mr. Ewing reported that the Educational Foundation had embraced the superintendent's Success for Every Student Plan and its role in this plan. The foundation was also eager to meet with the superintendent to discuss recommendations to find ways to get the Foundation directly involved in fund-raising so that it could be supportive of public education. Dr. Vance agreed to meet with the Foundation.

RESOLUTION NO. 314-92 Re: EXECUTIVE SESSION - MAY 12, 1992

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

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

Resolved, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on May 12, 1992, at 9 a.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business; and be it further

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

RESOLUTION NO. 315-92 Re: MINUTES OF MARCH 10, 1992

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

Resolved, That the minutes of March 10, 1992, be approved.

RESOLUTION NO. 316-92 Re: MINUTES OF MARCH 23, 1992

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

Resolved, That the minutes of March 23, 1992, be approved.

RESOLUTION NO. 317-92 Re: MINUTES OF MARCH 31, 1992

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

Resolved, That the minutes of March 31, 1992, be approved.

RESOLUTION NO. 318-92 Re: POSTPONEMENT OF DISCUSSION ON
GUIDELINES FOR COMMITTEE
APPOINTMENTS

On motion of Mrs. Fanconi seconded by Mrs. Brenneman, the following resolution was adopted unanimously:

Resolved, That the proposed item on guidelines for committee appointments be postponed to a future meeting.

RESOLUTION NO. 319-92 Re: RELEASE OF DATA FROM RESEARCH AND
EVALUATION STUDIES

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

Resolved, That the Board of Education request the Department of Educational Accountability for a policy analysis on the release of data from research and evaluation studies; and be it further

Resolved, That a policy be developed on the research of data from research and evaluation studies.

Re: A MOTION BY MR. EWING TO RECONSIDER
A GRANT APPLICATION (FAILED)

The following motion by Mr. Ewing to reconsider a grant application failed of adoption with Mrs. Brenneman, Mr. Ewing and Mrs. Hobbs voting in the affirmative; Mrs. Fanconi and Ms. Gutierrez voting in the negative:

Resolved, That the Board of Education reconsider the following action that was adopted by the Board of Education on March 10, 1992:

RESOLUTION NO. 215-92 Re: SUBMISSION OF AN FY 1992 GRANT
PROPOSAL TO DEVELOP TELEVISION
CURRICULUM AND TRAINING
METHODS

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Mr. Pishevar, the following resolution was adopted with Dr. Cheung, Mrs. DiFonzo, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, Mrs. Hobbs, and Mr. Pishevar voting in the affirmative; Mrs. Brenneman voting in the negative:

Resolved, That the superintendent of schools be authorized to submit an FY 1992 grant proposal for \$221,882 to the United States Department of Education (USDE), under the Fund

for the Improvement and Reform of Schools and Teaching (FIRST), for a one-year program to develop a television curriculum model and training methods for classroom teachers; and be it further

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

RESOLUTION NO. 320-92 Re: CHANGE IN GRANT APPLICATION FORMAT

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

Resolved, That the Board of Education discuss the following proposed resolution on grant applications:

Resolved, That the grant applications that come to the Board for approval should (1) show or list grant requirements or criteria for awards, (2) show the relationship to MCPS and Board of Education goals, priorities, and major objectives and indicate the degree of priority of this grant for which application is to be made, (3) show all the MCPS resources that will be used and/or may be required to carry out the grant, and (4) show the specific outcomes expected to be achieved through the use of grant funds.

Re: A MOTION BY MRS. FANCONI TO MOVE
THE AGENDA (FAILED)

A motion by Mrs. Fanconi to move the agenda to the next meeting failed with Mrs. Brenneman and Mrs. Fanconi voting in the affirmative; Mr. Ewing, Ms. Gutierrez, and Mrs. Hobbs voting in the negative.

RESOLUTION NO. 321-92 Re: LONG-RANGE PLANNING

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

Resolved, That the Board of Education schedule time to discuss a proposal contained in Mr. Ewing's memorandum to the Board of Education dated March 30, 1992, on long-range planning for the county's educational investment including a proposal for some concepts that would guide long-range planning and a task force to assist the Board in doing that.

RESOLUTION NO. 322-92 Re: TASK FORCE ON RESOURCE ALLOCATION

On motion of Mr. Ewing seconded by Dr. Cheung (on April 27), the following resolution was adopted unanimously:

Resolved, That the Board of Education schedule time to consider

recommendations in Mr. Ewing's memorandum dated March 30, 1992, entitled "Task Force on Resource Allocation and Service Delivery Options."

RESOLUTION NO. 323-92 Re: REVIEW OF ESOL/BILINGUAL PROGRAMS

On motion of Ms. Gutierrez seconded by Mrs. Fanconi, the following resolution was adopted unanimously:

Resolved, That the Board of Education review the ESOL/bilingual program including current program organization and content, evaluation of its outcomes and goals, and any new trends and directions in educating this sector of their population.

RESOLUTION NO. 324-92 Re: TOBACCO-FREE ENVIRONMENT

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

Resolved, That the Board of Education support the State Board of Education's action in support of a tobacco-free environment; and be it further

Resolved, That the superintendent of schools communicate the Board's position to the Maryland State Board of Education.

RESOLUTION NO. 325-82 Re: PUBLIC SERVICE RECOGNITION WEEK

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

WHEREAS, Nationally, over 20 million public service employees work for school systems, municipal government, state and county government, and national government; and

WHEREAS, These 20 million individuals make government work and provide the education, law enforcement, fire protection, and a myriad of other services so that Americans can live in a free, safe, and orderly environment; and

WHEREAS, Too often these public servants are unrecognized and unappreciated and the general public forgets how much these people contribute to their daily lives and take for granted the services rendered by public servants; and

WHEREAS, The Montgomery County public school system is fortunate in having an outstanding group of 14,000 of the very best public service employees who deserve to be recognized for their efforts; and

WHEREAS, National Public Service Recognition Week will be celebrated during the week of May 4-10, 1992; now therefore be it

Resolved, That the superintendent of schools and members of the Board of Education hereby declare May 4-10, 1992 to be National Public Service Recognition Week in the Montgomery County Public Schools; and be it further

Resolved, That on behalf of the children and parents in the Montgomery County Public Schools, the superintendent and members of the Board extend their appreciation to the over 14,000 public service employees in MCPS for their efforts in providing a quality education to over 100,000 students.

RESOLUTION NO. 326-92 Re: VOLUNTEER RECOGNITION

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

WHEREAS, On April 26, 1992, the Montgomery County Community Service Partnership and the Montgomery County Volunteer Center honored outstanding Montgomery County volunteers; and

WHEREAS, A number of individuals were honored for their volunteer services to the Montgomery County Public Schools; and

WHEREAS, The Board of Education is fortunate in having the services of these individuals; now therefore be it

Resolved, That the superintendent of schools and the members of the Board of Education add their congratulations and appreciation to the following individuals who recently were honored as outstanding volunteers:

Individual	Area of Achievement
Judie Boykin	Adult Education
Marsha Braunstein	Adult Education and Summer School
Kelly Broxton	Basic Aid Training
David Chefer	Rolling Terrace ES
Justina Espinoza	Broad Acres
Bernadette Holder	Adult Education and Summer School
Alicia K. Jennings (student)	Congresswomen Morella's Office
Victoria Meiller	Adult Education and Summer School
James O'Brien	Richard Montgomery HS ESOL
Karen Rosenthal (student)	Inwood House
Kathy Megyeri (Sherwood HS)	Center for Profoundly Disabled
Miriam Ulrich	Adult Education and Summer School
Richard Wallace	Adult Education and Summer School
Anne Weaver	Lucy Barnsley ES
Stuart Bonwit*	Adult Education and Summer School
Erick Stuyck*	White Oak Middle School
Kristy Vinson (student)*	MCPS Community-based School Program
Bruce Albaugh	

Austin Heyman

*Highest Achievement Awards

Re: ITEM OF INFORMATION

Board members received an Update on the Einstein Cluster as an item of information.

Re: ADJOURNMENT

The president adjourned the meeting at 12:25 a.m.

PRESIDENT

SECRETARY

PLV:mlw