



promise.

"During my campaign I tried to be careful not to make too many promises. I also tried to weasel around questions so that I did not get trapped into corners. I can't make too many promises, but I can promise my hard work, my commitment, my dedication, and my sincerity. Hopefully that will be enough along with a lot of help from other people.

"Now I guess it is the time to start thanking people. First and foremost, as always, my parents who have guided me and helped me long the way, who have offered their silent support, but I must emphasize silent either by their choice or by my yelling at them. My brother and my sister for their pushing me at certain strategic points to keep going, to keep me in line. There is a long list of people who helped me not only in my campaign, just going around to schools and canvassing, but also people in the county, my student government advisor, the administration at my school for being pretty understanding when I was absent five days out of a five day week, my student government officers, MCR officers. There is a long list of people. All I can say is thank you once again. To the Board, I look forward to working with you in the coming year and to the staff as well.

"Once again thank you, and good luck to Andy at Georgetown."

Re: PRESENTATION OF CERTIFICATE

Mrs. DiFonzo welcomed Mr. Park to the table. She thanked Andy who had been a credit to himself, his family, his school, and the students of Montgomery County. She wished him well at Georgetown. Dr. Pitt welcomed Mr. Park to the Board of Education on behalf of the staff. On behalf of the staff and members of the Board of Education, Dr. Pitt presented Mr. Herscowitz with a certificate of appreciation and a collage of his activities on the Board of Education.

Re: REMARKS BY OUTGOING BOARD MEMBER

Mr. Herscowitz made the following remarks:

"When I look back to my first month serving on the Board, I remember boredom, fatigue, and fear. Jumping into Board affairs amidst budget work sessions and hearings on boundary changes, I questioned how people could serve on the Board for four years without going insane, and soon I learned. Beginning the new school year was exciting both as a student and as a member of the Board. Actually seeing results of the Board's work served as a catalyst, inspiring me to become involved in the policy making of the Board. Perhaps Tom Fess, the Board parliamentarian, gave me the best advice. Before my term even began, Tom hassled me about what I was going to do. A response that I would like to see this and that improved wasn't good enough for him. He needed something concrete, something that when people looked back at my term, they would say, 'oh, that's that thing that Andy

Herscowitz did."

"This advice coupled with the advice of David Naimon, the first student Board member, guided me throughout my year. David said to me, 'make the most of your year. Don't be afraid or intimidated. Start early because if you wait too long you don't get very much accomplished before your term has come to an end.'

"At this time last year I promised to bring numerous issues before the Board. I told the Montgomery JOURNAL that if I could address even half of those issues which concerned me I would consider my term a success. Taking Tom's and David's advice, I not only have addressed half of my agenda, but all of it and more. The issues I raised during my campaign included expanding guidance and health services, improving AIDS education. In January the Board approved my proposal to fund peer counseling programs in all secondary schools. Additionally through meetings of staff and county health officials, I provided suggestions that could help Montgomery County's AIDS education program remain one of the best in the nation. One person who deserves special note, who has always been receptive to my suggestions and sensitive to the concerns of the community, is Ed Masood. His leadership in responding to and dealing with one of the most serious issues of our era has been outstanding and remarkable. Another person who has provided me with an enormous amount of support is Dr. Marty Wasserman, the county health official. When we were discussing public health clinics or the feasibility of making over-the-counter medications available in the schools, Dr. Wasserman has kept an open ear and provided suggestions as to how we can improve school health services.

"In dealing with these two people I learned something. To make things better, one does not always need Board approval. Taking shortcuts and working with the school system's invaluable staff, I was able to make many of my suggestions become reality without having to wait two months for the Board to deliberate. As Board members would be the first to admit, we are not exactly the most efficient decision-making body. Last week for instance the Board set a very interesting precedent. The Board ruled that asking a staff member to produce some information was a policy matter. Board rules dictate that policy matters must lay over for at least one week before a vote can be taken. Therefore, theoretically, almost every motion that requests information from staff could be interpreted as a policy matter, and that's why I attempted to accomplish as much as possible by working with our superb staff.

"Dr. Pitt stands as a general, always ready with the appropriate troops, never letting the Board down, has been what I consider a perfect superintendent. In my many meetings with him, he never failed to be straightforward with me. Although to the press we may have seemed at odds on many issues, Dr. Pitt always treats my opinion with a great amount of respect and always does what he feels is in the best interests of the school system. I almost feel spoiled by working with the best so early in my life.

"The Board has been equally helpful. Dr. Shoenberg who is always the first to invite me to contribute to the Board and to support my ideas. Mr. Goldensohn, a brave person, who is not afraid to break from the rest of the Board in trying to accommodate each community's desires. Dr. Cronin, the person I consider to be the Board's Dr. Jekyll and Mr. Hyde, acting with a straight face and professor-like formality in public sessions. Behind the doors, Dr. Cronin transforms to an easy going, blue jean wearing, just one of the guys character, always quick with the joke and a laugh. Always receptive to the students, Dr. Cronin is an enormous asset to the student community. Mr. Ewing perhaps one of the bravest individuals on the Board, who is not afraid to stand alone. Acting as an individual, Mr. Ewing brings many innovative and creative ideas to the Board. The kind of ideas that keep Montgomery County schools at the top.

"Mrs. Praisner, a very diligent Board member, very concerned about the community. Mrs. Praisner misses few political functions, giving of her time to the community. Also serving as the Board's link to state and national organizations, Mrs. Praisner keeps the Board informed of educational developments at the statewide and national levels. Mrs. DiFonzo, a charismatic, witty president, who keeps the Board under control and makes late night meetings more tolerable. I will never forget our late night chats and how on many occasions, you adopted me as a son. I am not sure I would be able to keep up with you if you were my mother though. Mrs. Rafel, my nearest neighbor, is a tremendous asset to the Board and community. The input she gives to the Board guides us in being sensitive and responsive to community concerns. The respect with which she treats me is a clear indication of her sensitivity to the student community in addition to the general community. I have no doubts that the Board selected the best individual to fit the seat of another person who I truly miss. Mrs. Slye served the Board with style, always encouraging me to speak up and express my thoughts. Mrs. Slye helped me overcome my initial fears that something I said would be all wrong and people would give me funny looks. Maybe Mrs. Slye's encouragement paid off because newspapers began paying attention to what I had to say.

"After reading articles in the Potomac ALMANAC, friends at school would say, 'Herscovitz opened up his big mouth again and got himself into trouble.' But what was fascinating was that out of each controversy grew positive results, and students were keeping track of my progress. Numerous students would approach me and ask about my scholarship proposal, my weighted grading proposals, my final exam proposal, and my position on the smoking ban. What students saw was a person that they elected becoming involved in actually making decisions that would affect them. Perhaps this is the reason that I don't mind going to long, boring Board meetings. As soon as I began seeing results, I began to enjoy the position. I now realize how Board members can serve four-year terms. When a person calls you and thanks you for speaking up for them, that's enough to keep you going for a long time.

"Serving on the Board would not have been nearly as pleasant without the support of the Board staff. Lillian, Ann, and Nancy, thank you

for putting up with the little favors I would always ask. Your support has been invaluable. Mary Lou, thanks for the talks about colleges, mice, and pool chairs. They kept me going during long Board days. Melissa, you have been a great help to me, always willing to take care of sending those last minute messages during Board meetings. Tom, the fact that I served this year by your advice, should say enough. Thanks for always looking out for me and showing me the big picture so often. Dr. Vance and Dr. Pitt, once again an outstanding leadership team that this Board can be proud of. Dr. Vance, always quick with advice and insights that make our decisions less grueling and more reassuring.

"Finally I would like to thank a group of people who never question my desires and needs in fulfilling my duties as a Board member. That's my family and friends. My parents always took an active interest in Board affairs, wanting to know, 'how did you do today.' My brother and sister understood why I was never at home when they called, but when I did speak with them they would always ask, 'how did it go?' And my friends seeing the bags under my eyes in school the morning after a late night Board meeting would say, 'I hope you gave them hell last night and it was worthwhile because the English test you couldn't study for last night is impossible.'

"I can only offer Chan and his family congratulations and the best of luck. As I leave this Board, I know that Chan will do an excellent job, further defining the role of the student Board member. Throughout this year I have attempted to redefine the role of the student Board member as not just a representative of only the students but as a community representative and Board member who can provide a student perspective to Board issues. Tonight when the Board votes on my proposal to draft legislation that would grant the student Board member voting privileges, I ask Board members to continue showing their support for the student Board member position by voting to remove the one great obstacle that separates the student community from the rest of the community. With your support just as we did when we established the student Board member position more than ten years ago, we can prove to the rest of the country that a voting student position on an elected Board of Education can and will work effectively.

"I leave with only one last request, and that is, can I have the sign in the parking lot with my name on it? Thank you.

Re: EXECUTIVE SESSION

The Board met in executive session from 7:40 p.m. to 8:40 p.m. to discuss personnel and legal issues.

RESOLUTION NO. 317-88 Re: BOARD AGENDA - JUNE 27, 1988

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

RESOLVED, That the Board of Education approve its agenda for June 27, 1988, with the postponement of the items on Highland Elementary School additions and the proposed resolution on an elementary foreign language immersion program.

Re: ANNOUNCEMENT

Mrs. DiFonzo announced that Dr. Shoenberg was on vacation in Europe and should return in a few weeks.

Re: PRESENTATION OF AWARD FROM HEART ASSOCIATION

Mrs. Lillian Mueller, executive director of the Montgomery County Division of the American Heart Association, presented Dr. Pitt and Mrs. DiFonzo an award for outstanding achievement for their tobacco ban and other activities in support of the Heart Association's goals.

Re: BOARD/PRESS/VISITOR CONFERENCE

The following individuals appeared before the Board of Education:

1. Albert Nunez
2. Skip Stembel, Montgomery Knolls/Pine Crest PTA
3. Marie Dubel, Laytonsville ES
4. Penelope Chambers, Laytonsville PTA
5. Michael Malbin, Oak View PTA
6. Keith Prouty, EDPAC

Re: PRESENTATION ON INTERAGES

Mrs. DiFonzo welcomed Mr. Austin Heyman, executive director of Interages and director of Montgomery County Intergenerational Resource Center.

Mr. Heyman recalled that 17 years ago he had appeared at the table representing the PTA. In the 1980's he had represented youth and children as chairman of the Commission on Children and Youth. Today he was speaking for the older citizens. He introduced Susan Chandler, program coordinator, and Diane Everline, director of the Grandcare Project. He also noted that Margaret Byersdorfer, a member of the board of Interages, Sally Jackson from Volunteer Services, and Bennett Connelly, chief of the Division on Children and Youth, were in the audience.

Mr. Heyman noted that Dr. Robert Butler had written some years ago that people of the same age group were encouraged to believe they had little in common with other ages. Youngsters were wary of those over 30, and old people were led to feel they had nothing to teach or learn from those who were younger. The tendency was to keep the old ought of sight in their homes, in institutions, or retirement communities. Children, youth, and middle aged people lost the opportunity to learn about the entire life experience to old age. They lost their sense of ancestry, history and roots, and so lost a

valuable understanding of themselves. They began to fear the natural process within themselves of growing and maturing to old age because late life represented unfamiliar and forbidding territory.

Mr. Heyman explained that this was what intergenerational programming was all about. They had opened their doors about 18 months ago and were one of only six or seven centers in the country. They were a resource center and clearing house for information on intergenerational programs. They published a quarterly newsletter and a resource guide listed about 100 programs in the county. They had provided technical assistance and training through workshops. They had also assisted individuals and groups in putting together programs. He cited Closing the Gap, Team Work, The Family, The Courts and the Constitution, and Grandcare. They had collaborated on SAVIE, Senior Adults Volunteering in Education. Their intergenerational committee allowed for networking of private agencies, government, and citizens.

In terms of MCPS, Mr. Heyman said they wanted to broaden the participation and interest of older adults in public schools and youth to enable them to have a positive image of youth. They also wanted to erase the stereotypes on aging in youth and to expose youth to the connections with the past that older adults facilitated. They wanted to encourage community service by youth towards and with older adults.

To broaden participation of older adults in the public schools, they had used outreach, newsletters, and workshops. They had spoken before a number of groups and had tried to develop model programs. They had helped develop linkages between senior centers and homes and individual public schools. He cited relationships between Village House and Gaithersburg High School and the Gray Panthers and Einstein High School.

Mr. Heyman said they were using the Closing the Gap model in four high schools to erase stereotypes on aging. In these classes youth and senior citizens discussed their lives and shared their views. They were just beginning to grapple with the issue of community service by youth. They hoped to develop a model project this year. In regard to finances, Mr. Heyman said a number of organizations including Charter House, Village House, and the Upper County Chamber of Commerce had provided in-kind support. In addition they had been able to obtain several small grants to supplement county funding. They had brought the Teamwork Project into Montgomery County. Tomorrow 10 older adults would start training sessions to help disabled young people in their first jobs. Grandcare was supported by private funds and involved older workers as employees in child care centers.

In 1989 they planned to have a workshop on intergenerational programs in the schools. They hoped to have help from teachers, principals, and MCCPTA on that workshop. He believed that public schools in the 1990's could lead the way to achieve integration of the ages. He asked Board members if they had any questions about their activities.

Mrs. DiFonzo asked if Interages was doing anything with youngsters in private or parochial schools. Mr. Heyman replied that they had had some connections with private schools. Two students from Landon had asked for help in doing community service, and they had a relationship with Stoneridge School.

Dr. Pitt commented that he was very pleased with this project because older Americans were a tremendous resource. He noted that now in 1988 they had lost the extended family they used to have in this country. This was important because children used to see people growing older which helped them to understand that process and the relationships in a family.

Mr. Ewing commended Mr. Heyman and his excellent staff for their leadership in establishing a truly excellent program. He thought that the investment in the program would have a very great return, not just for young people, but for the county as a whole. It would enhance the reputation of the county as a good place for people of all ages and all kinds to live and work. He was proud that the Board of Education supported this project.

Mrs. Praisner remarked that her children had had the benefit of grandparents within 10 miles of their home. However, not many children in Montgomery County had had this opportunity. She wondered about losing the wonderful riches of information, knowledge, and experience of older people, and she asked if they had given any thought to living history projects. She suggested this could be tied in with a social studies program in the high schools. Mr. Heyman replied that they had explored this last year with one school, but there wasn't enough staff support to bring it off.

Ms. Chandler explained that oral history projects were designed so that an interviewer specifically trained in obtaining an oral history worked with an older person who had had a very rich life. The recollections might be personal or of historical events. These projects did take a lot of support and training. This had been a minor component in Closing the Gap where students obtained a lot of information about what life used to be.

Dr. Cronin noted that he taught at Montgomery College and wondered about some bridging between the College and MCPS in an oral history project. He thought they had some combined resources that they could take advantage of, and he suggested getting together with Mr. Heyman. Mrs. Rafel was impressed with the progress they were making. She reported that she had attended a national PTA convention and had met a senior citizen on the board of directors of the Michigan State PTA and who provided the PTA with the views of senior citizens. She knew they were already working with PTA in the county and suggested they look at other organizations in the county to provide them with the senior citizen perspective.

Mr. Goldensohn recalled that his grandparents had talked about the fear of having nothing to do in their old age. He thought it was

fantastic that the program had made so much progress in a short period of time. It was a two-way street because there was nothing as fantastic as watching a group of kindergarten children sitting and talking with people in their late 60's and 70's.

Mrs. DiFonzo thanked Mr. Heyman for his presentation. She thanked him for his efforts not only for the youngsters in the county but for the county as a whole.

RESOLUTION NO. 318-88 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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

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

| AWARDEE(S) |   |
|------------|---|
| 113-88     | Data Conversion Equipment<br>IBM Corporation \$ 33,124  |
| 131-88     | Milk, Milk Shake Mixes, Cottage Cheese,<br>Yogurt, and Fruit Juices<br>Shenandoah's Pride Dairy \$1,399,838   |
| 136-88     | Cafeteria Disposable Supplies<br>Acme Paper and Supply Company \$ 62,523<br>Calico Industries, Inc. 3,492<br>Fiber Products Co., Inc. 28,718<br>Kahn Paper Company, Inc. 229,038<br>Monumental Paper Company 106,793<br>-----<br>TOTAL \$ 430,564 |
| 138-88     | Poultry Products, Frozen and Processed<br>Carroll County Foods \$ 115,670<br>Chaimson Brokerage Company, Inc. 179,640<br>-----<br>TOTAL \$ 295,310  |
| 142-88     | Student Insurance<br>Mass Benefits Consultants/Equitable Life<br>Assurance Company \$ 83,759  |
| 145-88     | Step Vans, Chassis Cab Cargo Van Body<br>Dick Stevens Chevrolet, Inc. \$ 81,474   |
| 153-88     | Cafeteria, Small Equipment  |

|        |   |    |             |
|--------|---|----|-------------|
|        | Anchor Equipment Company, Inc.            | \$ | 2,148       |
|        | Calico Industries                         |    | 31,049      |
|        | Lee Market Equipment                      |    | 2,953       |
|        |   |    | -----       |
|        | TOTAL                                     | \$ | 36,150      |
| 155-88 | Boiler Repairs                            |    |             |
|        | Arlington Boiler Repairs, Inc.            | \$ | 14,108      |
|        | East Coast Welding & Construction Co.     |    | 1,786*      |
|        | J. E. Hurley Machine & Boiler Works, Inc. |    | 37,176      |
|        |   |    | -----       |
|        | TOTAL                                     | \$ | 53,070      |
|        | TOTAL OVER \$25,000                       |    | \$2,413,289 |

\*Asterisk denotes MFD vendors

RESOLUTION NO. 319-88 Re: NAME FOR THE NEW WATKINS MILL HIGH SCHOOL

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

WHEREAS, A committee representing the area to be served by Watkins Mill High School has held meetings to consider permanent names for the new school, in accordance with MCPS Regulation FFA-RA: #526-84 NAMING OF SCHOOLS; and

WHEREAS, Names were considered, each in relation to the geographic location of the school and the historical perspective of the region, and a vote taken determined the favored name: Watkins Mill High School; now therefore be it

RESOLVED, That the new school be officially named the Watkins Mill High School.

RESOLUTION NO. 320-88 Re: CONTRACT AWARD FOR PLANNED LIFE-CYCLE ASSET REPLACEMENT (PLAR) PROJECT - FARQUHAR MIDDLE SCHOOL AUXILIARY GYMNASIUM

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

WHEREAS, The following sealed bids were received on June 1, 1988, for the replacement of flooring in the auxiliary gymnasium at Farquhar Middle School:

| BIDDER                         | AMOUNT      |
|--------------------------------|-------------|
| Young's Floor & Remodeling Co. | \$36,143.75 |
| Steel Products, Inc.           | 39,626.00   |

and

WHEREAS, The lower bid is within staff estimate and within the budget for this item; now therefore be it

RESOLVED, That a \$36,143.75 contract be awarded to Young's Floor & Remodeling Co. for the replacement of flooring in the auxiliary gymnasium at Farquhar Middle School in accordance with the specifications prepared by the Department of School Facilities.

RESOLUTION NO. 321-88 Re: ARCHITECTURAL APPOINTMENTS FOR VARIOUS SCHOOLS

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

WHEREAS, It is necessary to appoint architects to provide required design services and administration of the construction contracts for various capital projects; and

WHEREAS, Funds were approved in the FY 1989 Capital Budget for the following projects; and

WHEREAS, The architectural/engineering selection procedures approved by the Board of Education on May 13, 1986, were employed in the following appointments; now therefore be it

RESOLVED, That the Montgomery County Board of Education enter into a contractual agreement with each of the following architectural firms to provide required design and construction supervision services for projects included in the FY 1989 Capital Budget:

| PROJECT                        | ARCHITECT/ENGINEER                                | FEE       |
|--------------------------------|---|-----------|
| Beall ES Modernization         | John S. Samperton Associates                      | \$267,000 |
| East Silver Spring ES Addition | Thomas Clark Associates                           | 87,075    |
| Olney ES Modernization         | Duane, Elliott, Cahill, Mullineaux and Mullineaux | 267,000   |
| Whetstone ES Addition          | Grimm and Parker, Architects                      | 122,000   |

RESOLUTION NO. 322-88 Re: REDUCTION OF RETAINAGE AT QUINCE ORCHARD HIGH SCHOOL

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

WHEREAS, Glen Construction Company, Inc., general contractor for Quince Orchard High School, has completed 87 percent of all specified requirements as of May 26, 1988, and has requested that the 10 percent retainage, which is based on the completed work to date, be

reduced to 5 percent; and

WHEREAS, The project bonding company, United Pacific Insurance Company, in a letter dated June 15, 1988, consented to this reduction; and

WHEREAS, The project architect, Grimm & Parker, in a letter dated June 16, 1988, recommended that this request for reduction be approved; now therefore be it

RESOLVED, That the contract's specified retainage withheld from periodic payments to Glen Construction Company, Inc., general contractor for Quince Orchard High School, currently amounting to 10 percent of the company's request for payment to date, now be reduced to 5 percent, with the remaining 5 percent to become due and payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 323-88 Re: REDUCTION OF RETAINAGE AT STONE MILL  
ELEMENTARY SCHOOL

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

WHEREAS, The Gassman Corporation, general contractor for Stone Mill Elementary School, has completed 75 percent of all specified requirements as of May 31, 1988, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, Seaboard Surety Company, in a letter dated June 6, 1988, consented to this reduction; and

WHEREAS, The project architect, Grimm & Parker, in a letter dated June 17, 1988, recommended that this request for reduction be approved; now therefore be it

RESOLVED, That the contract's specified retainage withheld from periodic payments to The Gassman Corporation, general contractor for Stone Mill Elementary School, currently amounting to 10 percent of the company's request for payment to date, now be reduced to 5 percent, with the remaining 5 percent to become payable after completion of all remaining requirements and formal acceptance of the completed project.

RESOLUTION NO. 324-88 Re: HIGHLAND ELEMENTARY SCHOOL ASBESTOS  
REMOVAL

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

WHEREAS, In accordance with the appropriate Montgomery County Public

Schools procedures, the following bids were received on June 3, 1988, to provide federally mandated asbestos removal at Highland Elementary School:

| BIDDER                            | AMOUNT OF BID |
|-----------------------------------|---------------|
| Marcor of D.C., Incorporated      | \$450,000     |
| Colt Insulation, Incorporated     | 548,000       |
| Barco Enterprises, Incorporated   | 645,058       |
| Southern Insulation, Incorporated | 669,000       |

and

WHEREAS, Sufficient funds are available to effect award; now therefore be it

RESOLVED, That a \$450,000 contract be awarded to Marcor of D.C., Incorporated, for the removal of asbestos at Highland Elementary School.

RESOLUTION NO. 325-88 Re: ASBESTOS AIR-MONITORING SERVICES

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools' procedures, bids were received on June 6, 1988, to provide air-monitoring services; and

WHEREAS, The major component of air-monitoring service charges is the cost of collecting and analyzing air samples for the presence of asbestos fibers; and

WHEREAS, On this basis, the lowest responsible bidder was Biospherics, Incorporated; and

WHEREAS, Sufficient funds are available to effect award; now therefore be it

RESOLVED, That a level-of-services agreement be awarded to Biospherics, Incorporated, to provide air-monitoring and analysis services as required for Montgomery County Public Schools' asbestos abatement and removal projects, in accordance with the unit costs stipulated in the bid proposal.

RESOLUTION NO. 326-88 Re: CLOVERLY ELEMENTARY SCHOOL ADDITION AND RENOVATION

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

WHEREAS, Sealed bids were received on June 16, 1988, for Cloverly

Elementary School addition and renovations:

| BIDDER                              | BASE BID    | NEW ADDITION |
|-------------------------------------|-------------|--------------|
| 1. Hess Construction Company, Inc.  | \$2,015,000 | \$927,500    |
| 2. Columbia Construction Co., Inc.  | 2,057,000   | 772,000      |
| 3. Doyle, Inc.                      | 2,198,000   | 838,000      |
| 4. N. S. Stavrou Construction       | 2,205,000   | 838,000      |
| 5. Dustin Construction, Inc.        | 2,239,000   | 768,000      |
| 6. Ronald Hsu Construction Company  | 2,404,430   | 772,656      |
| 7. Northwood Contractors, Inc.      | 2,467,000   | 874,000      |
| 8. Jenkins Construction Management, | 2,500,000   | 838,000      |

and

WHEREAS, Sufficient funds are available to award the base bid, and additional funding is required to award the new addition and provide a modest contingency; now therefore be it

RESOLVED, That a \$2,057,000 contract be awarded to Columbia Construction Co., Inc., representing acceptance of the base bid and that the contract be amended by \$772,000 for acceptance of the new building addition contingent upon the approval of \$304,316 in additional funding; and be it further

RESOLVED, That the county executive recommend to the County Council approval of a \$304,316 emergency supplemental appropriation to award the new building addition.

RESOLUTION NO. 327-88 Re: TOILET PARTITIONS FOR VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids were received on June 17, 1988, for furnishing and installing toilet partitions at various schools:

| BIDDER                           | COMBINED BID |
|----------------------------------|--------------|
| 1. Steel Products, Inc.          | \$122,620    |
| 2. Greenwald Industrial Products | 162,000      |

and

WHEREAS, Steel Products, Inc., is in compliance with specifications, and sufficient funds are available to effect award; now therefore be it

RESOLVED, That a \$122,620 contract be awarded to Steel Products, Inc., to furnish and install toilet partitions at various schools in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 328-88 Re: CHEVY CHASE ELEMENTARY SCHOOL ASBESTOS  
REMOVAL

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools procedures, the following bids were received on June 23, 1988, to provide federally mandated asbestos removal at Chevy Chase Elementary School:

| BIDDER  | AMOUNT OF BID |
|---|---------------|
| Asbestos Environmental Services, Incorporated | \$165,000     |
| Barco Enterprises                             | 195,101       |
| Marcor of D.C., Incorporated                  | 247,999       |

and

WHEREAS, Sufficient funds are available to effect award; now therefore be it

RESOLVED, That a \$165,000 contract be awarded to Asbestos Environmental Services, Incorporated, for the removal of asbestos at Chevy Chase Elementary School.

RESOLUTION NO. 329-88 Re: TELECOMMUNICATIONS/CABLE TV NETWORK  
INSTALLATIONS AT VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids were received on June 16, 1988, for the network installation at Lake Seneca, Flower Hill, Washington Grove, and Rosemary Hills Elementary Schools:

| BIDDER                        | BID AMOUNT  |
|-------------------------------|-------------|
| Lite-Way Communications, Inc. | \$27,060.00 |
| B & L Services, Inc.          | 28,700.00   |
| American Spliceco, Inc.       | 51,353.60   |
| Bradysmith Electric Co., Inc. | 59,200.00   |

and

WHEREAS, The low bid is within staff estimate and sufficient funds are available to effect award; and

WHEREAS, The low bidder is qualified for the work and has met all requirements of the specifications; now therefore be it

RESOLVED, That a \$27,060 contract be awarded to Lite-Way Communications, Inc., for installation of cable television/telecommunications networks at Lake Seneca, Flower Hill, Washington Grove, and Rosemary Hills Elementary School.

RESOLUTION NO. 330-88 Re: CHANGE ORDERS OVER \$25,000 FOR NEW HAMPSHIRE ESTATES ELEMENTARY SCHOOL

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

WHEREAS, Off-site storm water management work was required as part of the construction of New Hampshire Estates Elementary School; and

WHEREAS, Staff has received a proposal from the general contractor to complete this work; and

WHEREAS, This proposal has been reviewed by the project architect and determined to be equitable; now therefore be it

RESOLVED, That a \$33,651 change order to the contract with Northwood Contractors for the construction of New Hampshire Estates Elementary School be approved to complete off-site storm water work.

RESOLUTION NO. 331-88 Re: ENERGY MANAGEMENT AUTOMATION SYSTEM AT QUINCE ORCHARD HIGH SCHOOL

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

WHEREAS, Bid proposals to install a computerized energy management system at Quince Orchard High School were received on May 5, 1988, from the following vendors:

| BIDDER                         | BID AMOUNT |
|--------------------------------|------------|
| Barber-Colman Pritchett, Inc.  | \$117,368  |
| Systems 4, Inc.                | 119,700    |
| Complete Building Services     | 125,500    |
| York International Corporation | 134,900    |
| Landis Gyr Powers, Inc.        | 136,600    |
| Robertshaw Controls Company    | 138,635    |

and

WHEREAS, Barber-Colman Pritchett, Inc., has submitted the lowest bid and met specifications; and

WHEREAS, Sufficient funds are available from capital project construction accounts to award this contract; now therefore be it

RESOLVED, That a \$117,368 contract be awarded to Barber-Colman

Pritchett, Inc., to install the automated energy management systems at Quince Orchard High School in accordance with plans and specifications developed by Von Otto and Bilecky, P.C.

Re: MONTGOMERY KNOLLS ELEMENTARY SCHOOL  
RENOVATION/ADDITION

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

WHEREAS, Sealed bids were received on May 19, 1988, for the Montgomery Knolls Elementary School renovation/addition:

| BIDDER                               | BASE BID    |
|--------------------------------------|-------------|
| 1. Charter Builders, Inc.            | \$4,203,000 |
| 2. Dustin Construction, Inc.         | 4,232,000   |
| 3. Kimmel & Kimmel, Inc.             | 4,268,000   |
| 4. The R. R. Gregory Corporation     | 4,486,000   |
| 5. Ronald Hsu Construction Co., Inc. | 4,667,000   |

and

WHEREAS, Sealed bids are more than the approved allocation by a considerable margin; and because of this excessive bid cost, staff feels it appropriate to rebid the project at a later date; now therefore be it

RESOLVED, That the bids for the Montgomery Knolls Elementary School renovation/addition be rejected and that the project be rebid at a later date.

Re: MONTGOMERY KNOLLS ELEMENTARY SCHOOL  
ASBESTOS REMOVAL

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools procedures, the following bids were received on June 1, 1988, to provide federally mandated asbestos removal at Montgomery Knolls Elementary School:

| BIDDER                               | AMOUNT OF BID |
|--------------------------------------|---------------|
| Distaff Asbestos Removal Corporation | \$164,950     |
| Barco Enterprises                    | 171,715       |
| Marcor of D.C., Incorporated         | 185,750       |
| Southern Insulation, Incorporated    | 242,000       |

and

WHEREAS, Existing asbestos-containing building materials will be controlled in accordance with the MCPS asbestos-management plans now being developed under the Asbestos Hazard Emergency Response Act (AHERA) regulations; and

WHEREAS, The modernization project at Montgomery Knolls Elementary School has been deferred, and thus, asbestos removal activities are not required at this time; now therefore be it

RESOLVED, That all bids be rejected.

Re: LAYTONSVILLE ELEMENTARY SCHOOL  
MODERNIZATION

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

WHEREAS, Sealed bids were received on May 26, 1988, for the Laytonsville Elementary School modernization:

| BIDDER                          | BASE BID    |
|---------------------------------|-------------|
| 1. Edmar Construction Co., Inc. | \$4,090,000 |
| 2. Kimmel & Kimmel, Inc.        | 4,093,000   |

and

WHEREAS, Sealed bids exceed the approved allocation by a considerable margin; and because of this excessive bid cost, staff feels it appropriate to rebid the project at a later date; now therefore be it

RESOLVED, That the bid for the Laytonsville Elementary School modernization be rejected and that the project be rebid at a later date.

Re: LAYTONSVILLE ELEMENTARY SCHOOL ASBESTOS  
REMOVAL

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools procedures, the following bids were received on June 1, 1988, to provide federally mandated asbestos removal at Laytonsville Elementary School:

| BIDDER                          | AMOUNT OF BID |
|---------------------------------|---------------|
| Barco Enterprises, Incorporated | \$536,877     |
| Marcor of D.C., Incorporated    | 765,000       |

and

WHEREAS, Existing asbestos-containing building materials will be controlled in accordance with the MCPS asbestos-management plans now being developed under the Asbestos Hazard Emergency Response Act (AHERA) regulations; and

WHEREAS, The modernization project at Laytonsville Elementary School has been deferred, and thus, asbestos removal activities are not

required at this time; now therefore be it

RESOLVED, That all bids be rejected.

Re: MONOCACY ELEMENTARY SCHOOL MODERNIZATION  
ADDITION

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

WHEREAS, Sealed bids were received on June 2, 1988, for the Monocacy Elementary School modernization/addition:

| BIDDER                             | BASE BID    |
|------------------------------------|-------------|
| 1. Patrick Quinn, Inc.             | \$2,821,000 |
| 2. Dustin Construction, Inc.       | 3,248,000   |
| 3. Columbia Construction Co., Inc. | 3,297,000   |
| 4. Doyle, Inc.                     | 3,298,000   |

and

WHEREAS, Sealed bids exceed the approved allocation by a considerable margin; and because of this excessive bid cost, staff feels it appropriate to rebid the project at a later date; now therefore be it

RESOLVED, That the bids for the Monocacy Elementary School modernization/addition be rejected and that the project be rebid at a later date.

Re: MONOCACY ELEMENTARY SCHOOL ASBESTOS  
REMOVAL

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools procedures, the following bids were received on June 1, 1988, to provide federally mandated asbestos removal at Monocacy Elementary School:

| BIDDER  | AMOUNT OF BID |
|---|---------------|
| LVI Environmental Services, Incorporated      | \$ 20,976     |
| Barco Enterprises                             | 21,166        |
| Marcor of D.C., Incorporated                  | 108,000       |
| Asbestos Environmental Services, Incorporated | 114,300       |

and

WHEREAS, Existing asbestos-containing building materials will be controlled in accordance with the MCPS asbestos-management plans now being developed under the Asbestos Hazard Emergency Response Act (AHERA) regulations; and

WHEREAS, The modernization project at Monocacy Elementary School has

been deferred, and thus, asbestos removal activities are not required at this time; now therefore be it

RESOLVED, That all bids be rejected.

Re: A MOTION BY DR. CRONIN TO REQUEST AN  
EMERGENCY SUPPLEMENTAL APPROPRIATION  
(FAILED)

A motion by Dr. Cronin that the Board ask the County Council for an emergency supplemental appropriation to cover the differences on Monocacy, Montgomery Knolls, and Laytonsville Elementary modernizations, additions, and asbestos removal failed with Dr. Cronin and Mr. Ewing voting in the affirmative; Mrs. Rafel voting in the negative; Mrs. DiFonzo, Mr. Goldensohn, (Mr. Herscowitz), and Mrs. Praisner abstaining.

RESOLUTION NO. 332-88 Re: MONTGOMERY KNOLLS ELEMENTARY SCHOOL  
RENOVATION/ADDITION

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

WHEREAS, Sealed bids were received on May 19, 1988, for the Montgomery Knolls Elementary School renovation/addition:

| BIDDER                               | BASE BID    |
|--------------------------------------|-------------|
| 1. Charter Builders, Inc.            | \$4,203,000 |
| 2. Dustin Construction, Inc.         | 4,232,000   |
| 3. Kimmel & Kimmel, Inc.             | 4,268,000   |
| 4. The R. R. Gregory Corporation     | 4,486,000   |
| 5. Ronald Hsu Construction Co., Inc. | 4,667,000   |

and

WHEREAS, Sealed bids are more than the approved allocation by a considerable margin; and because of this excessive bid cost, staff feels it appropriate to rebid the project at a later date; now therefore be it

RESOLVED, That the bids for the Montgomery Knolls Elementary School renovation/addition be rejected and that the project be rebid at a later date.

RESOLUTION NO. 333-88 Re: MONTGOMERY KNOLLS ELEMENTARY SCHOOL  
ASBESTOS REMOVAL

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Mrs. Praisner, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, (Mr. Herscowitz), Mrs.

Praisner, and Mrs. Rafel voting in the affirmative; Mr. Ewing abstaining:

WHEREAS, In accordance with appropriate Montgomery County Public Schools procedures, the following bids were received on June 1, 1988, to provide federally mandated asbestos removal at Montgomery Knolls Elementary School:

| BIDDER                               | AMOUNT OF BID |
|--------------------------------------|---------------|
| Distaff Asbestos Removal Corporation | \$164,950     |
| Barco Enterprises                    | 171,715       |
| Marcor of D.C., Incorporated         | 185,750       |
| Southern Insulation, Incorporated    | 242,000       |

and

WHEREAS, Existing asbestos-containing building materials will be controlled in accordance with the MCPS asbestos-management plans now being developed under the Asbestos Hazard Emergency Response Act (AHERA) regulations; and

WHEREAS, The modernization project at Montgomery Knolls Elementary School has been deferred, and thus, asbestos removal activities are not required at this time; now therefore be it

RESOLVED, That all bids be rejected.

RESOLUTION NO. 334-88 Re: LAYTONSVILLE ELEMENTARY SCHOOL  
MODERNIZATION

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

WHEREAS, Sealed bids were received on May 26, 1988, for the Laytonsville Elementary School modernization:

| BIDDER                          | BASE BID    |
|---------------------------------|-------------|
| 1. Edmar Construction Co., Inc. | \$4,090,000 |
| 2. Kimmel & Kimmel, Inc.        | 4,093,000   |

and

WHEREAS, Sealed bids exceed the approved allocation by a considerable margin; and because of this excessive bid cost, staff feels it appropriate to rebid the project at a later date; now therefore be it

RESOLVED, That the bid for the Laytonsville Elementary School modernization be rejected and that the project be rebid at a later date.

RESOLUTION NO. 335-88 Re: LAYTONSVILLE ELEMENTARY SCHOOL ASBESTOS  
REMOVAL

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools procedures, the following bids were received on June 1, 1988, to provide federally mandated asbestos removal at Laytonsville Elementary School:

| BIDDER                          | AMOUNT OF BID |
|---------------------------------|---------------|
| Barco Enterprises, Incorporated | \$536,877     |
| Marcor of D.C., Incorporated    | 765,000       |

and

WHEREAS, Existing asbestos-containing building materials will be controlled in accordance with the MCPS asbestos-management plans now being developed under the Asbestos Hazard Emergency Response Act (AHERA) regulations; and

WHEREAS, The modernization project at Laytonsville Elementary School has been deferred, and thus, asbestos removal activities are not required at this time; now therefore be it

RESOLVED, That all bids be rejected.

RESOLUTION NO. 336-88 Re: MONOCACY ELEMENTARY SCHOOL MODERNIZATION  
ADDITION

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

WHEREAS, Sealed bids were received on June 2, 1988, for the Monocacy Elementary School modernization/addition:

| BIDDER                             | BASE BID    |
|------------------------------------|-------------|
| 1. Patrick Quinn, Inc.             | \$2,821,000 |
| 2. Dustin Construction, Inc.       | 3,248,000   |
| 3. Columbia Construction Co., Inc. | 3,297,000   |
| 4. Doyle, Inc.                     | 3,298,000   |

and

WHEREAS, Sealed bids exceed the approved allocation by a considerable margin; and because of this excessive bid cost, staff feels it appropriate to rebid the project at a later date; now therefore be it

RESOLVED, That the bids for the Monocacy Elementary School modernization/addition be rejected and that the project be rebid at a later date.

RESOLUTION NO. 337-88 Re: MONOCACY ELEMENTARY SCHOOL ASBESTOS  
REMOVAL

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

WHEREAS, In accordance with appropriate Montgomery County Public Schools procedures, the following bids were received on June 1, 1988, to provide federally mandated asbestos removal at Monocacy Elementary School:

| BIDDER  | AMOUNT OF BID |
|---|---------------|
| LVI Environmental Services, Incorporated      | \$ 20,976     |
| Barco Enterprises                             | 21,166        |
| Marcor of D.C., Incorporated                  | 108,000       |
| Asbestos Environmental Services, Incorporated | 114,300       |

and

WHEREAS, Existing asbestos-containing building materials will be controlled in accordance with the MCPS asbestos-management plans now being developed under the Asbestos Hazard Emergency Response Act (AHERA) regulations; and

WHEREAS, The modernization project at Monocacy Elementary School has been deferred, and thus, asbestos removal activities are not required at this time; now therefore be it

RESOLVED, That all bids be rejected.

RESOLUTION NO. 338-88 Re: FY 1989 SUPPLEMENTAL APPROPRIATION FOR A  
VOCATIONAL EXPLORATION PROGRAM FOR  
SPECIAL EDUCATION STUDENTS (PROJECT  
VIEW)

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

RESOLVED, That the superintendent of schools be authorized, subject

to County Council approval, to receive and expend an FY 1989 supplemental appropriation of \$72,182 from the Montgomery County Private Industry Council under the Job Training Partnership Act for a vocational exploration program for handicapped students in the following categories:

| CATEGORY             | AMOUNT   |
|----------------------|----------|
| 04 Special Education | \$67,816 |
| 10 Fixed Charges     | 4,366    |
|                      | -----    |
| TOTAL                | \$72,182 |

and be it further

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

RESOLUTION NO. 339-88 Re: FY 1989 FUTURE SUPPORTED PROJECT FUNDS  
FOR A SPECIAL EDUCATION SUMMER PROJECT

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

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 1989 Provision for Future Supported Projects a grant award of \$25,975 from the Society of Underprivileged and Handicapped Children for a prevocational summer program for special education students under the following categories:

| CATEGORY             | AMOUNT   |
|----------------------|----------|
| 04 Special Education | \$23,940 |
| 10 Fringe Benefits   | 2,035    |
|                      | -----    |
| TOTAL                | \$25,975 |

and be it further

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

RESOLUTION NO. 340-88 Re: TUITION FOR OUT OF COUNTY AND OUT OF  
STATE PUPILS FOR FY 1989

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

WHEREAS, Resolution 364-77 which established the basis for noncounty tuition charges provides that the per pupil cost shall be based on the current year's estimated operating cost, including debt service;

and

WHEREAS, The basis for the calculation of cost per pupil for tuition purposes in FY 1989 is as follows:

|                                | Kindergart.   | Elementary    | Mid/Jr/Sr     | Spec. Ed.    |
|--------------------------------|---------------|---------------|---------------|--------------|
| Est. No. of Pupils             | 8,168         | 41,806        | 43,444        | 4,530        |
| Out-of-county Maryland Pupils  |               |               |               |              |
| Cost:                          |               |               |               |              |
| Reg. Program                   | \$29,780,770  | \$199,243,077 | \$249,030,517 | \$49,606,738 |
| Debt Svs.                      | 907,451       | 9,289,155     | 9,653,113     | 1,006,551    |
| Total Cost                     | \$30,688,221  | \$208,532,232 | \$258,683,630 | \$50,613,289 |
| Cost Per Pupil:                |               |               |               |              |
| Reg. Program                   | \$ 3,646      | \$ 4,766      | \$ 5,732      | \$ 10,951    |
| Debt Svs.                      | 111           | 222           | 222           | 222          |
| Total Cost                     | \$ 3,757      | \$ 4,988      | \$ 5,954      | \$ 11,173    |
| Full Day K                     |               |               |               |              |
| Reg. Program                   | \$ 5,047      |               |               |              |
| Debt Svs.                      | 222           |               |               |              |
| Total Cost                     | \$ 5,269      |               |               |              |
| Out-of-State Pupils            |               |               |               |              |
| Cost:                          |               |               |               |              |
| Reg. Program                   | \$29,780,770  | \$199,243,077 | \$249,030,517 | \$49,606,738 |
| Debt Svs.                      | 930,739       | 9,527,536     | 9,900,834     | 1,032,381    |
| Total Cost                     | \$30,711,509  | \$208,770,613 | \$258,931,351 | \$50,639,119 |
| Cost per Pupil:                |               |               |               |              |
| Reg. Program                   | \$ 3,646      | \$ 4,766      | \$ 5,732      | \$ 10,951    |
| Debt Svs.                      | 114           | 228           | 228           | 228          |
| Total Cost                     | \$ 3,760      | \$ 4,994      | \$ 5,960      | \$ 11,179    |
| Full Day K                     |               |               |               |              |
| Reg. Program                   | \$ 5,047      |               |               |              |
| Debt Svs.                      | 228           |               |               |              |
| Total Cost                     | \$ 5,275      |               |               |              |
| COMPARISONS WITH PREVIOUS YEAR |               |               |               |              |
|                                | 1987-88       |               | 1988-89       |              |
|                                | Out-of-County | Out-of-State  | Out-of-County | Out-of-State |
| Kinder.                        |               |               |               |              |
| Half Day                       | \$ 3,472      | \$ 3,480      | \$ 3,757      | \$ 3,760     |
| Full Day                       | 4,863         | 4,878         | 5,269         | 5,275        |
| Elementary                     | 4,587         | 4,602         | 4,988         | 4,994        |
| Secondary                      | 5,458         | 5,473         | 5,954         | 5,960        |
| Spec. Ed.                      | 10,545        | 10,560        | 11,173        | 11,179       |

now therefore be it

RESOLVED, That the tuition rates for out-of-county Maryland pupils and out-of-state pupils for the 1988-89 school year shall be:

|                   | Out-of-county | Out-of-state |
|-------------------|---------------|--------------|
| Half K            | \$ 3,757      | \$ 3,760     |
| Full K            | 5,269         | 5,275        |
| Elementary        | 4,988         | 4,994        |
| Secondary         | 5,954         | 5,960        |
| Special Education | 11,173        | 11,179       |

Re: REVIEW OF ACTUARIAL ASSUMPTIONS FOR  
BUDGET IMPLICATIONS

Mr. Goldensohn asked that the record show that the audit committee had reviewed and approved the actuarial assumptions for budget implications.

RESOLUTION NO. 341-88 Re: REVIEW OF ACTUARIAL ASSUMPTIONS FOR  
BUDGET IMPLICATIONS

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

WHEREAS, The Montgomery County Public Schools periodically reviews its actuarial assumption and funding practices; and

WHEREAS, The Montgomery County Public Schools has consulted with an independent actuary; and

WHEREAS, The following recommendations have been confirmed by the independent consultant and the actuary for the plan-funding agent; and

WHEREAS, These assumptions will be applied to the actuarial study used in developing the FY 1990 operating budget; now therefore be it

RESOLVED, That the Montgomery County Public Schools Retirement/Pension Actuarial assumptions and funding method be modified to reflect a 9 percent anticipated investment income, a 6.5 percent annual salary scale increase for the retirement system and 7.5 percent for the pension, a 90 percent turnover rate of a current assumption, a mortality rate based on a more recent 1983 table, a disability rate of 20 percent of the 1983 standard disability table, and a more conservative retirement age assumption of age 61; and be it further

RESOLVED, That unfunded liability be amortized as a level percentage of covered payroll over the remaining amortization period of 20 years for the Retirement System and 32 years for the Pension System; and be it further

RESOLVED, That the assets be carried at market value; and be it further

RESOLVED, That these changes become effective July 1, 1988; and be it further

RESOLVED, That the Board will continue its practice of periodically reviewing and updating the actuarial assumptions underlying the plan.

RESOLUTION NO. 342-88 Re: PERSONNEL TRANSFERS AND REASSIGNMENTS

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 transfers and reassignments be approved:

| TRANSFER         | FROM                                  | TO  |
|------------------|---------------------------------------|---|
| Sherri Rindler   | Asst. Principal<br>Oakland Terrace ES | Asst. Principal<br>Cresthaven ES<br>Effective: 7-1-88           |
| Edith Robacker   | Asst. Principal<br>Laytonsville ES    | Asst. Principal<br>S. Christa McAuliffe ES<br>Effective: 7-1-88 |
| Walter Tozier    | A&S Teacher<br>Farmland ES            | Asst. Principal<br>Goshen ES<br>Effective: 7-1-88               |
| Arthur Kulick    | Asst. Principal<br>Woodfield ES       | Asst. Principal<br>Mill Creek Towne ES<br>Effective: 7-1-88     |
| Arthur Iddings   | Asst. Principal<br>Lake Seneca ES     | Asst. Principal<br>Poolesville ES<br>Effective: 7-1-88          |
| James Atha       | Asst. Principal<br>Stedwick ES        | Asst. Principal<br>Brown Station ES<br>Effective: 7-1-88        |
| Donald Jackson   | Asst. Principal<br>Watkins Mill ES    | Asst. Principal<br>Stedwick ES<br>Effective: 7-1-88             |
| Laurence Jeweler | Asst. Principal<br>Banneker JHS       | Asst. Principal<br>Farquhar MS<br>Effective: 7-1-88             |
| Stuart Marder    | A&S Teacher<br>Parkland JHS           | Asst. Principal<br>Lee MS<br>Effective: 7-1-88                  |





set of policies covering prekindergarten through grade 12; and

WHEREAS, Staff, PTAs, community representatives, and other interested citizens have been given an opportunity to comment on the proposed policies; now therefore be it

RESOLVED, That the following framework and structure for early childhood/elementary education be adopted effective July 1, 1988; and be it further

RESOLVED, That the Board of Education direct the superintendent of schools to review all other related policies and bring to it any recommended changes which appear necessary consistent with this new policy; and be it further

RESOLVED, That the superintendent of schools issue any new or revised administrative regulations which may be necessary for implementation of this new policy; and be it further

RESOLVED, That Resolution No. 524-82 (K-8 Policy) be rescinded.

FRAMEWORK AND STRUCTURE FOR  
EARLY CHILDHOOD/ELEMENTARY EDUCATION

A. Purpose

To provide guidelines and directions to staff and community for establishing school programs that meet the educational and social-emotional needs of all children in keeping with the Montgomery County GOALS OF EDUCATION and the ANNOTATED CODE OF MARYLAND.

In addition to meeting the needs of the regular population, this policy also applies to the prekindergarten children identified as having handicapping conditions as defined by the ANNOTATED CODE OF MARYLAND.

This policy provides a framework for staff and community participation in the organization of schools and the delivery of instructional programs. Policies and regulations on such specific matters as grading and reporting student progress, attendance, and homework provide more detailed direction.

B. Process and Content

Early childhood and elementary students have unique developmental characteristics that should be considered when designing school programs. The principal and staff of each school, with the involvement of the local community and area and central office staff, will develop and carry out programs responsive to the particular needs of these students.

1. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. A caring climate needs to be created in each school that is responsive to the changing developmental and educational needs of every student and provides equal access to educational opportunity. Each student needs to be encouraged to develop personal integrity,

respect for differences, and social responsibility, as well as the desire, the confidence, and the capacity to strive for excellence.

To develop a climate that fosters student growth, schools should:

- a) Ensure that students are expected, encouraged, and given opportunities to learn and succeed in an inviting, stimulating, and supportive environment
  - b) Establish high expectations for achievement and success of all students
  - c) Create a safe and orderly environment
  - d) Support appreciation for all cultures and foster sensitivity toward all those with special needs
  - e) Provide for the integration of handicapped students in the total school program
  - f) Establish opportunities for students to participate in making decisions that affect their lives
  - g) Value and foster risk taking to encourage intellectual inquiry and develop self-confidence
  - h) Promote harmonious and effective human relations
  - i) View discipline as a means of helping students develop citizenship skills and responsibility for self, not just as a system of rules and consequences for infractions
  - j) Develop cocurricular activities as an integral part of the total educational program
  - k) Acknowledge and recognize student, staff, and community achievements
  - l) Facilitate effective communications within the school and with the community
  - m) Foster a partnership between the school and the parents/guardians of each child
  - n) Work to ensure that the diversity of the total school population is reflected in all school activities
  - o) Develop an attendance plan that:
    - (1) Complies with the requirements of state law and Montgomery County Public Schools' policies and regulations
    - (2) Provides for accurate and timely recording of school and class attendance
    - (3) Emphasizes the importance of regular school and class attendance and recognizes students who meet this requirement
    - (4) Establishes procedures for enforcing regular school and class attendance and for working affirmatively with students and parents to resolve attendance issues
2. Parent/Community Involvement
- Individual parents and community members, as well as civic organizations, businesses, and other agencies, should share in the responsibility for the social and intellectual development of students. Parent and community involvement should include:
- a) Communication networks that enable school personnel, parents, and community members to take a direct and

active role in the education of students. These networks should establish and include:

- (1) School outreach efforts to individual parents and community members
  - (2) Programs to enable parents to help their children succeed in school
  - (3) Strong and continuing partnerships between the schools, the parent-teacher associations, and other community advisory and support groups
- b) Supportive relationships with local businesses, community organizations, and institutions of higher learning
- c) Active volunteer programs in each school

### 3. Staff Development

Staff development should include regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. In order to establish effective and appropriate staff development activities, the school system should:

- a) Require ongoing training for all instructional staff on new and revised curriculum
- b) Allow reasonable autonomy for schools to identify and plan staff development activities that meet the needs of individual staff members, staff teams, or entire school staffs
- c) Allocate resources and support to schools for in-service training
- d) Provide time for teachers, supervisors, and administrators to support staff development activities
- e) Provide opportunities for staff to assume leadership roles within their buildings
- f) Establish student-teacher centers for preservice training of prospective teachers
- g) Support beginning teachers by providing intensive training and supervision
- h) Ensure system-wide coordination of all staff training, including collaborative efforts with colleges and universities

### 4. Planning

a) System-wide and school planning should consider demographic and social changes and trends, analysis of the data related to change, and the integration of that analysis into long-range plans. Educational research, future labor needs, funding sources, and technological developments are important elements to be reviewed in the planning process. To ensure effective planning, central and area offices and the local school should provide:

- (1) Time for individual and group planning
  - (2) Current and relevant data
  - (3) Technical and clerical support
  - (4) Channels and processes to ensure effective coordination with school, area, and central offices
- b) A major result of school planning should be the development of long-range (3-5 years) and annual goals

that identify areas of the school program needing improvement and/or further development. The process of setting long-range and annual goals should result in annual management plans that are based on objective data on student progress and the assessments of school staff.

- c) School annual management plans should:
  - (1) Identify objectives for emphasis and improvement
  - (2) Contain action plans for the attainment of the specified objectives
  - (3) Provide for periodic assessment and reporting of progress
  - (4) Be consistent among schools and areas

5. Instructional Practices

Instructional practices should ensure that each student leaves the elementary school with a firm academic foundation and the basic and higher order intellectual skills needed for success at the next level.

Instructional practices should incorporate a variety of activities and strategies that encourage students to be active and engaged learners. In addition, these practices should provide for the wide range of achievement and energy levels, and the rapidly changing intellectual, physical, and emotional development of children. Instructional practices should:

- a) Relate instruction to prior knowledge, to the broader world, and to the needs and interests of students
- b) Facilitate the integration of curriculum objectives
- c) Communicate high expectations for student achievement and success
- d) Offer students a variety of learning experiences, including group and independent study, peer learning, tutoring, field trips, field study, and outside resource persons
- e) Use allocated instructional time efficiently and effectively
- f) View homework as an extension of learning opportunities and an integral part of the teaching and learning process
- g) Minimize fragmentation of the student's day
- h) Utilize, in both the planning and the implementation of instruction, the special skills of all regular, alternative, and special education staff members
- i) Support leadership opportunities for students
- j) Develop articulation plans to facilitate student placement and program continuity at each level
- k) Help students develop thinking and independent learning skills that prepare them as learners able to meet the challenges of a changing world
- l) Help students develop study and organizational skills
- m) Include teacher-directed and student-centered activities that focus on the movement from concrete to abstract intellectual operations
- n) Use a variety of flexible grouping practices that enhance the intellectual, social, and emotional growth of children (Grouping practices should be dynamic and

flexible to meet students' changing needs and development.)

- o) Pace activities to accommodate the varying energy and attention levels of the students
  - p) Promote the intellectual, social, and physical development of each student through the use of varied teaching strategies
6. Curriculum
- a) The curriculum is the framework for the instructional program. It should enable all students to master learning skills and provide opportunities for further study and enrichment. The curriculum should reflect changing societal needs and the rapid growth of knowledge and technology. A major purpose of the curriculum should be to give students the strategies necessary for learning how to learn.
  - b) The curriculum should be implemented to achieve the MCPS GOALS OF EDUCATION through a sequence of learning objectives and related opportunities supported by appropriate human and material resources.
  - c) The curriculum must provide the programs, courses, and learning experiences needed to prepare students to meet Maryland graduation requirements.
  - d) The MCPS PROGRAM OF STUDIES and accompanying instructional guides should be revised regularly to reflect changing societal needs and the rapid growth of knowledge and technology. Course revisions should include the consideration of replacement and elimination of content.
  - e) In addition to specifying the subject content to be taught, the teaching of the curriculum should:
    - (1) Accommodate differing interests, backgrounds, learning needs, and styles
    - (2) Provide opportunities for students to explore ethical and value issues
    - (3) Help students develop aesthetic awareness and expression by exploring their creative capacities and talents to the highest possible level as well as by learning about the various art forms
    - (4) Provide opportunities for students to demonstrate mastery of subject content and related skills
    - (5) Include career education objectives that help students make appropriate program and course decisions
    - (6) Consider students' social and emotional development
    - (7) Address the needs of all students, including those with special needs
    - (8) Emphasize the cultural diversity of society
    - (9) Offer similar opportunities for learning in accordance with curriculum objectives within and among schools
    - (10) Promote use of community, government, and business resources

7. Organization and Staffing

- a) Elementary schools house varying combinations of grade levels, prekindergarten through grade 6. Grade 6 is governed by the elementary policy when it is assigned to an elementary school.
- b) Organizational and staffing decisions should promote a nurturing environment that facilitates the integration of cognitive, physical, social, and emotional development.
- c) Local school staff and community input should be considered in developing and implementing a school's organizational plan.
- d) Each school should have reasonable autonomy to determine its organizational structure and implementation plan.
- e) Each school's staffing allocation and organization should:
  - (1) Reflect a balance that provides positive racial, gender, ethnic, and cultural role models
  - (2) Promote organizational arrangements that reflect student needs and the nature of the facility
  - (3) Allow reasonable flexibility in the assignment and utilization of staff members
  - (4) Provide guidance and counseling services so that each student can receive appropriate counseling
  - (5) Provide appropriate educational programs for students with special needs, including gifted and talented and basic skills
  - (6) Encourage and support programs in the least restrictive environment for students with special needs
  - (7) Provide time for teachers to plan together
  - (8) Afford opportunities for enrichment through before-school and after-school curricular and cocurricular activities
  - (9) Maintain reasonable allocations in art, music, physical education, reading, media services, and counseling for each elementary school
- f) Each school cluster should offer programs for four-year olds and provide the choice of half-day and full-day kindergarten programs for every child.

C. Review and Reporting

- 1. The superintendent will report to the Board of Education biennially on the implementation and monitoring of this policy. As part of the management planning process, local schools and area and central offices will assess their programs to determine the degree to which they are in compliance with the policy. The associate superintendents will report progress to the superintendent, who will use this information as the basis for reporting to the Board.
- 2. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

On motion of Dr. Cronin seconded by Mr. Goldensohn, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn (Mr. Herscowitz), and Mrs. Rafel voting in the affirmative; Mr. Ewing and Mrs. Praisner voting in the negative:

RESOLVED, That the following paragraphs listed in the staff memorandum of June 14, 1988, remain in force and effect until the Board of Education has a future discussion on these policy topics:

EXISTING K-8 POLICY

- Extended Learning
- Promotion
- Retention
- Standardized Test Scores

EXISTING JUNIOR HIGH SCHOOL POLICY

- Sharing Successes
- Junior High As Distinct Level
- Teacher-advisors
- Principal/Staff Selection

EXISTING SENIOR HIGH SCHOOL POLICY

- Finals
- Incentives, Rewards, Recognition

RESOLUTION NO. 347-88 Re: FRAMEWORK AND STRUCTURE OF MIDDLE LEVEL EDUCATION

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

WHEREAS, The Board of Education over the past ten years developed and established a series of policies to provide system-wide direction on program organization and operation of the schools; and

WHEREAS, Four separate policies (the K-8 Policy, the Middle School Policy, the Junior High School Policy, and the High School Policy) were developed under differing circumstances and for differing reasons; and

WHEREAS, At the direction of the Board of Education, the superintendent of schools appointed a committee to review, consolidate, and update the policies; and

WHEREAS, After reviewing the existing policies and determining their relevance and usefulness for guiding educational planning and decision making in the years ahead, the committee recommended a new set of policies covering prekindergarten through grade 12; and

WHEREAS, Staff, PTAs, community representatives, and other interested

citizens have been given an opportunity to comment on the proposed policies; now therefore be it

RESOLVED, That the following framework and structure for middle level education be adopted effective July 1, 1988; and be it further

RESOLVED, That the Board of Education direct the superintendent of schools to review all other related policies and bring to it any recommended changes which appear necessary consistent with this new policy; and be it further

RESOLVED, That the superintendent of schools issue any new or revised administrative regulations which may be necessary for implementation of this new policy; and be it further

RESOLVED, That Resolution No. 827-77 (Middle School Policy) and Resolution No. 163-74 (Junior High School Policy) be rescinded.

#### FRAMEWORK AND STRUCTURE FOR MIDDLE LEVEL EDUCATION

##### A. Purpose

To provide guidelines and directions to staff and community for establishing school programs that meet the educational and social-emotional needs of all pre- and early adolescents in keeping with the Montgomery County GOALS OF EDUCATION and the ANNOTATED CODE OF MARYLAND.

This policy provides a framework for staff and community participation in the organization of schools and the delivery of instructional programs. Policies and regulations on such specific matters as grading and reporting student progress, attendance, and homework provide more detailed direction.

##### B. Process and Content

Physical divergence and rapid change are characteristic of early adolescents. The wide range of physical and mental abilities of these 11 to 14 year olds is complicated by their rapidly changing needs, interests, and desires. The principal and staff of each middle level school, with the involvement of the local community and area and central office staff, will develop and carry out programs responsive to the particular needs and concerns of these students.

##### 1. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. A caring climate needs to be created in each school that is responsive to the changing developmental and educational needs of every student and provides equal access to educational opportunity. Each student needs to be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, the confidence, and the capacity to strive for excellence.

To develop a climate that fosters student growth, schools should:

- a) Ensure that students are expected, encouraged, and given opportunities to learn and succeed in an inviting, stimulating, and supportive environment
- b) Establish high expectations for achievement and success of all students
- c) Create a safe and orderly environment
- d) Support appreciation for all cultures and foster sensitivity toward all those with special needs
- e) Provide for the integration of handicapped students in the total school program
- f) Establish opportunities for students to participate in making decisions that affect their lives
- g) Value and foster risk taking to encourage intellectual inquiry and develop self-confidence
- h) Promote harmonious and effective human relations
- i) View discipline as a means of helping students develop citizenship skills and responsibility for self, not just as a system of rules and consequences for infractions
- j) Develop cocurricular activities as an integral part of the total educational program
- k) Acknowledge and recognize student, staff, and community achievements
- l) Facilitate effective communications within the school and with the community
- m) Foster a partnership between the school and the parents/guardians of each child
- n) Work to ensure that the diversity of the total school population is reflected in all school activities
- o) Develop an attendance plan that:
  - (1) Complies with the requirements of state law and Montgomery County Public Schools' policies and regulations
  - (2) Provides for accurate and timely recording of school and class attendance
  - (3) Emphasizes the importance of regular school and class attendance and recognizes students who meet this requirement
  - (4) Establishes procedures for enforcing regular school and class attendance and for working affirmatively with students and parents to resolve attendance issues

2. Parent/Community Involvement

When a middle level school is to be considered for reorganization, the principal, working with the area staff, will form a local school planning group. The planning group will be composed of school administrators, teachers, students, and parents who represent the community. The committee will be dissolved when the reorganized school program is implemented.

Individual parents and community members, as well as civic organizations, businesses, and other agencies, should share in the responsibility for the social and intellectual development of students. Parent and community involvement should include:

- a) Communication networks that enable school personnel, parents, and community members to take a direct and active role in the education of students. These networks should establish and include:
    - (1) School outreach efforts to individual parents and community members
    - (2) Programs to enable parents to help their children succeed in school
    - (3) Strong and continuing partnerships between the schools, the parent-teacher associations, and other community advisory and support groups
  - b) Supportive relationships with local businesses, community organizations, and institutions of higher learning
  - c) Active volunteer programs in each school
3. Staff Development
- Staff development should include regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. In order to establish effective and appropriate staff development activities, the school system should:
- a) Require ongoing training for all instructional staff on new and revised curriculum
  - b) Allow reasonable autonomy for schools to identify and plan staff development activities that meet the needs of individual staff members, staff teams, or entire school staffs
  - c) Allocate resources and support to schools for in-service training
  - d) Provide time for teachers, supervisors, and administrators to support staff development activities
  - e) Provide opportunities for staff to assume leadership roles within their buildings
  - f) Establish student-teacher centers for preservice training of prospective teachers
  - g) Support beginning teachers by providing intensive training and supervision
  - h) Ensure system-wide coordination of all staff training, including collaborative efforts with colleges and universities
4. Planning
- a) System-wide and school planning should consider demographic and social changes and trends, analysis of the data related to change, and the integration of that analysis into long-range plans. Educational research, future labor needs, funding sources, and technological developments are important elements to be reviewed in the planning process. To ensure effective planning, central and area offices and the local school should provide:
    - (1) Time for individual and group planning
    - (2) Current and relevant data
    - (3) Technical and clerical support
    - (4) Channels and processes to ensure effective coordination with school, area, and central offices

- b) A major result of school planning should be the development of long-range (3-5 years) and annual goals that identify areas of the school program needing improvement and/or further development. The process of setting long-range and annual goals should result in annual management plans that are based on objective data on student progress and the assessments of school staff.
  - c) School annual management plans should:
    - (1) Identify objectives for emphasis and improvement
    - (2) Contain action plans for the attainment of the specified objectives
    - (3) Provide for periodic assessment and reporting of progress
    - (4) Be consistent among schools and areas
5. Instructional Practices

Instructional practices should ensure that students leave the middle level schools with the academic and higher order intellectual skills needed for success in high school. These practices should incorporate a variety of activities and strategies that encourage students to be active and engaged learners. In addition, these practices should provide for the wide range of achievement and energy levels, and the rapidly changing intellectual, physical, and emotional development of pre- and early adolescents.

Instructional practices should:

- a) Relate instruction to prior knowledge, to the broader world, and to the needs and interests of students
- b) Facilitate the integration of curriculum objectives
- c) Communicate high expectations for student achievement and success
- d) Offer students a variety of learning experiences, including group and independent study, peer learning, tutoring, field trips, field study, and outside resource persons
- e) Use allocated instructional time efficiently and effectively
- f) View homework as an extension of learning opportunities and an integral part of the teaching and learning process
- g) Minimize fragmentation of the students' day
- h) Utilize, in both the planning and the implementation of instruction, the special skills of all regular, alternative, and special education staff members
- i) Support leadership opportunities for students
- j) Develop articulation plans to facilitate student placement and program continuity at each level
- k) Help students develop thinking and independent learning skills that prepare them as learners able to meet the challenges of a changing world
- l) Help students develop study and organizational skills
- m) Include teacher-directed and student-centered activities that focus on the movement from concrete to abstract intellectual operations
- n) Use a variety of flexible grouping practices that enhance the intellectual, social, and emotional growth of

children (Grouping practices should be dynamic and flexible to meet students' changing needs and development.)

- o) Pace activities to accommodate the varying energy and attention levels of the students
  - p) Guide students in their efforts to make informed academic, emotional, and social choices
  - q) Provide remediation and support for students who have not mastered basic skills
6. Curriculum
- a) The curriculum is the framework for the instructional program. It should enable all students to master learning skills and provide opportunities for further study and enrichment. The curriculum should reflect changing societal needs and the rapid growth of knowledge and technology. A major purpose of the curriculum should be to give students the strategies necessary for learning how to learn.
  - b) The curriculum should be implemented to achieve the MCPS GOALS OF EDUCATION through a sequence of learning objectives and related opportunities supported by appropriate human and material resources.
  - c) The curriculum must provide the programs, courses, and learning experiences needed to prepare students to meet Maryland graduation requirements.
  - d) The MCPS PROGRAM OF STUDIES and accompanying instructional guides should be revised regularly to reflect changing societal needs and the rapid growth of knowledge and technology. Course revisions should include the consideration of replacement and elimination of content.
  - e) In addition to specifying the subject content to be taught, the teaching of the curriculum should:
    - (1) Accommodate differing interests, backgrounds, learning needs, and styles
    - (2) Provide opportunities for students to explore ethical and value issues
    - (3) Help students develop aesthetic awareness and expression by exploring their creative capacities and talents to the highest possible level as well as by learning about the various art forms
    - (4) Provide opportunities for students to demonstrate mastery of subject content and related skills
    - (5) Include career education objectives that help students make appropriate program and course decisions
    - (6) Consider students' social and emotional development
    - (7) Address the needs of all students, including those with special needs
    - (8) Emphasize the cultural diversity of society
    - (9) Encourage a sense of social responsibility through the performance of citizenship duties and community service.

- (10) Include conceptual skills essential to a student's academic and social success and integrate those skills in all content areas.

7. Organization and Staffing

- a) Middle level schools should be organized to meet the learning and affiliation needs of the preadolescent and early adolescent. Each school should include Grades 6 through 8 whenever possible. To maintain the integrity and viability of middle level schools, the establishment of special programs in specific schools should be limited to those circumstances requiring extraordinary remedies.
- b) Organizational and staffing decisions should promote a nurturing environment that facilitates the integration of cognitive, physical, social, and emotional development.
- c) Local schools staff and community input should be considered in developing and implementing a school's organizational plan.
- d) Each school should have reasonable autonomy to determine its organizational structure and implementation plan.
- e) Each school's staffing allocation and organization should:
  - (1) Reflect a balance that provides positive racial, gender, ethnic, and cultural role models
  - (2) Promote organizational arrangements that reflect student needs and the nature of the facility
  - (3) Allow reasonable flexibility in the assignment and utilization of staff members
  - (4) Provide guidance and counseling services so that each student can receive appropriate counseling
  - (5) Provide appropriate educational programs for students with special needs, including gifted and talented and basic skills
  - (6) Encourage and support programs in the least restrictive environment for students with special needs
  - (7) Provide time for teachers to plan together
  - (8) Afford opportunities for enrichment through before-school and after-school curricular and cocurricular activities
  - (9) Allow a variety of organizational patterns such as interdisciplinary teams, grade or multilevel classes, subject matter classes, and self-contained classes

C. Review and Reporting

1. The superintendent will report to the Board of Education biennially on the implementation and monitoring of this policy. As part of the management planning process, local schools and area and central offices will assess their programs to determine the degree to which they are in compliance with the policy. The associate superintendents will report progress to the superintendent, who will use this information as the basis for reporting to the Board.
2. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

RESOLUTION NO. 348-88 Re: FRAMEWORK AND STRUCTURE OF HIGH SCHOOL  
EDUCATION

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

WHEREAS, The Board of Education over the past ten years developed and established a series of policies to provide system-wide direction on program organization and operation of the schools; and

WHEREAS, Four separate policies (the K-8 Policy, the Middle School Policy, the Junior High School Policy, and the High School Policy) were developed under differing circumstances and for differing reasons; and

WHEREAS, At the direction of the Board of Education, the superintendent of schools appointed a committee to review, consolidate, and update the policies; and

WHEREAS, After reviewing the existing policies and determining their relevance and usefulness for guiding educational planning and decision making in the years ahead, the committee recommended a new set of policies covering prekindergarten through grade 12; and

WHEREAS, Staff, PTAs, community representatives, and other interested citizens have been given an opportunity to comment on the proposed policies; now therefore be it

RESOLVED, That the following framework and structure for high school education be adopted effective July 1, 1988; and be it further

RESOLVED, That the Board of Education direct the superintendent of schools to review all other related policies and bring to it any recommended changes which appear necessary consistent with this new policy; and be it further

RESOLVED, That the superintendent of schools issue any new or revised administrative regulations which may be necessary for implementation of this new policy; and be it further

RESOLVED, That Resolution Nos. 161-80 and 912b-83 (High School Policy) be rescinded.

FRAMEWORK AND STRUCTURE FOR  
HIGH SCHOOL EDUCATION

A. Purpose

To provide guidelines and directions to staff and community for establishing school programs that meet the educational and social-emotional needs of all adolescents in keeping with the Montgomery County GOALS OF EDUCATION and the ANNOTATED CODE OF

MARYLAND.

This policy provides a framework for staff and community participation in the organization of schools and the delivery of instructional programs. Policies and regulations on such specific matters as grading and reporting student progress, attendance, and homework provide more detailed direction.

B. Process and Content

The senior high school has responsibility for educating and guiding students in the developmental stage from adolescence to young adulthood. This responsibility is shared with the students, their families, and the community. The principal and staff of each high school, with the involvement of the local community and area and central office staff, will develop and carry out programs responsive to the particular needs and concerns of these students.

1. School Climate

The nature of the learning environment is a critical factor in the intellectual, physical, and social-emotional development of each student. A caring climate needs to be created in each school that is responsive to the changing developmental and educational needs of every student and provides equal access to educational opportunity. Each student needs to be encouraged to develop personal integrity, respect for differences, and social responsibility, as well as the desire, the confidence, and the capacity to strive for excellence.

To develop a climate that fosters student growth, schools should:

- a) Ensure that students are expected, encouraged, and given opportunities to learn and succeed in an inviting, stimulating, and supportive environment
- b) Establish high expectations for achievement and success of all students
- c) Create a safe and orderly environment
- d) Support appreciation for all cultures and foster sensitivity toward all those with special needs
- e) Provide for the integration of handicapped students in the total school program
- f) Establish opportunities for students to participate in making decisions that affect their lives
- g) Value and foster risk taking to encourage intellectual inquiry and develop self-confidence
- h) Promote harmonious and effective human relations
- i) View discipline as a means of helping students develop citizenship skills and responsibility for self, not just as a system of rules and consequences for infractions
- j) Develop cocurricular activities as an integral part of the total educational program
- k) Acknowledge and recognize student, staff, and community achievements
- l) Facilitate effective communications within the school and with the community
- m) Foster a partnership between the school and the parents/guardians of each child

- n) Work to ensure that the diversity of the total school population is reflected in all school activities
  - o) Develop an attendance plan that:
    - (1) Complies with the requirements of state law and Montgomery County Public Schools' policies and regulations
    - (2) Provides for accurate and timely recording of school and class attendance
    - (3) Emphasizes the importance of regular school and class attendance and recognizes students who meet this requirement
    - (4) Establishes procedures for enforcing regular school and class attendance and for working affirmatively with students and parents to resolve attendance issues
2. Parent/Community Involvement
- Individual parents and community members, as well as civic organizations, businesses, and other agencies, should share in the responsibility for the social and intellectual development of students. Parent and community involvement should include:
- a) Communication networks that enable school personnel, parents, and community members to take a direct and active role in the education of students. These networks should establish and include:
    - (1) School outreach efforts to individual parents and community members
    - (2) Programs to enable parents to help their children succeed in school
    - (3) Strong and continuing partnerships between the schools, the parent-teacher associations, and other community advisory and support groups
  - b) Supportive relationships with local businesses, community organizations, and institutions of higher learning
  - c) Active volunteer programs in each school
3. Staff Development
- Staff development should include regular and systematic opportunities for all staff to improve skills and adapt to the changing needs of society. In order to establish effective and appropriate staff development activities, the school system should:
- a) Require ongoing training for all instructional staff on new and revised curriculum
  - b) Allow reasonable autonomy for schools to identify and plan staff development activities that meet the needs of individual staff members, staff teams, or entire school staffs
  - c) Allocate resources and support to schools for in-service training
  - d) Provide time for teachers, supervisors, and administrators to support staff development activities
  - e) Provide opportunities for staff to assume leadership roles within their buildings
  - f) Establish student-teacher centers for preservice training

- of prospective teachers
  - g) Support beginning teachers by providing intensive training and supervision
  - h) Ensure system-wide coordination of all staff training, including collaborative efforts with colleges and universities
4. Planning
- a) System-wide and school planning should consider demographic and social changes and trends, analysis of the data related to change, and the integration of that analysis into long-range plans. Educational research, future labor needs, funding sources, and technological developments are important elements to be reviewed in the planning process. To ensure effective planning, central and area offices and the local school should provide:
    - (1) Time for individual and group planning
    - (2) Current and relevant data
    - (3) Technical and clerical support
    - (4) Channels and processes to ensure effective coordination with school, area, and central offices
  - b) A major result of school planning should be the development of long-range (3-5 years) and annual goals that identify areas of the school program needing improvement and/or further development. The process of setting long-range and annual goals should result in annual management plans that are based on objective data on student progress and the assessments of school staff.
  - c) School annual management plans should:
    - (1) Identify objectives for emphasis and improvement
    - (2) Contain action plans for the attainment of the specified objectives
    - (3) Provide for periodic assessment and reporting of progress
    - (4) Be consistent among schools and areas
5. Instructional Practices
- Instructional practices should help prepare students to become productive and informed adults through the on-going application of academic and higher order intellectual skills. Continued emphasis should be placed on the development of fundamental learning and study skills. Instructional practices should incorporate a variety of activities and strategies that encourage students to be active and engaged learners. These practices should provide for the wide range of achievement and energy levels and the rapidly changing intellectual, physical, and emotional development of adolescents. Instructional practices should:
- a) Relate instruction to prior knowledge, to the broader world, and to the needs and interests of students
  - b) Facilitate the integration of curriculum objectives
  - c) Communicate high expectations for student achievement and success
  - d) Offer students a variety of learning experiences, including group and independent study, peer learning,

tutoring, field trips, field study, and outside resource persons

- e) Use allocated instructional time efficiently and effectively
  - f) View homework as an extension of learning opportunities and an integral part of the teaching and learning process
  - g) Minimize fragmentation of the students' day
  - h) Utilize, in both the planning and the implementation of instruction, the special skills of all regular, alternative, and special education staff members
  - i) Support leadership opportunities for students
  - j) Develop articulation plans to facilitate student placement and program continuity at each level
  - k) Help students develop thinking and independent learning skills that prepare them as learners able to meet the challenges of a changing world
  - l) Provide remediation and support for students who have not mastered basic skills
6. Curriculum
- a) The curriculum is the framework for the instructional program. It should enable all students to master learning skills and provide opportunities for further study and enrichment. The curriculum should reflect changing societal needs and the rapid growth of knowledge and technology. A major purpose of the curriculum should be to give students the strategies necessary for learning how to learn.
  - b) The curriculum should be implemented to achieve the MCPS GOALS OF EDUCATION through a sequence of learning objectives and related opportunities supported by appropriate human and material resources.
  - c) The curriculum must provide the programs, courses, and learning experiences needed to prepare students to meet Maryland graduation requirements.
  - d) The MCPS PROGRAM OF STUDIES and accompanying instructional guides should be revised regularly to reflect changing societal needs and the rapid growth of knowledge and technology. Course revisions should include the consideration of replacement and elimination of content.
  - e) In addition to specifying the subject content to be taught, the teaching of the curriculum should:
    - (1) Accommodate differing interests, backgrounds, learning needs, and styles
    - (2) Provide opportunities for students to explore ethical and value issues
    - (3) Help students develop aesthetic awareness and expression by exploring their creative capacities and talents to the highest possible level as well as by learning about the various art forms
    - (4) Provide opportunities for students to demonstrate mastery of subject content and related skills
    - (5) Include career education objectives that help students make appropriate program and course

decisions

- (6) Consider students' social and emotional development
- (7) Address the needs of all students, including those with special needs
- (8) Emphasize the cultural diversity of society
- (9) Encourage a sense of social responsibility through the performance of citizenship duties and community service.
- (10) Offer each student a comprehensive program of instruction and include a common core of course offerings in every high school
- (11) Stress the teaching of critical and analytical thinking skills in every course
- (12) Emphasize lifelong learning skills
- (13) Incorporate interdisciplinary topics, whenever possible, that complement and support each other across content areas

7. Organization and Staffing

- a) The Grade 9 through 12 comprehensive high school shall be the basic organizational design for Montgomery County Public Schools. A comprehensive high school program includes the following areas: academic skills, intellectual development, physical development, the role of the individual and society, scientific understanding, aesthetic development, and career development including fostering positive attitudes toward work. Specialized centers for vocational, aesthetic, and academic programs shall be established to meet the needs of particular populations, further racial integration, and/or improve socio-economic balance.
- b) Organizational and staffing decisions should promote a nurturing environment that facilitates the integration of cognitive, physical, social, and emotional development.
- c) Local school staff and community input should be considered in developing and implementing a school's organizational plan.
- d) Each school should have reasonable autonomy to determine its organizational structure and implementation plan.
- e) Each school's staffing allocation and organization should:
  - (1) Reflect a balance that provides positive racial, gender, ethnic, and cultural role models
  - (2) Promote organizational arrangements that reflect student needs and the nature of the facility
  - (3) Allow reasonable flexibility in the assignment and utilization of staff members
  - (4) Provide guidance and counseling services so that each student can receive appropriate counseling
  - (5) Provide appropriate educational programs for students with special needs, including gifted and talented and basic skills
  - (6) Encourage and support programs in the least restrictive environment for students with special

needs

- (7) Provide time for teachers to plan together
- (8) Afford opportunities for enrichment through before-school and after-school curricular and cocurricular activities
- (9) Allow a variety of organizational patterns such as interdisciplinary teams, grade or multilevel classes, subject matter classes, and self-contained classes

C. Review and Reporting

1. The superintendent will report to the Board of Education biennially on the implementation and monitoring of this policy. As part of the management planning process, local schools and area and central offices will assess their programs to determine the degree to which they are in compliance with the policy. The associate superintendents will report progress to the superintendent, who will use this information as the basis for reporting to the Board.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner hoped that the Board had recognized the services of Ann Yeamans about her service as the Board representative to the ICB. Mrs. DiFonzo agreed to check into this.
2. Mr. Ewing reported that in late September the Metropolitan Area Boards of Education wanted to have a meeting at Strawberry Knoll Elementary to look at the modular construction. The intent was to invite all Board members and superintendents, and the invitation would be coming out in the near future.

RESOLUTION NO. 349-88 Re: EXECUTIVE SESSION - JULY 12, 1988

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Dr. Cronin, 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 July 12, 1988, 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. 350-88 Re: MINUTES OF APRIL 12, 1988

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

RESOLVED, That the minutes of April 12, 1988, be approved.

RESOLUTION NO. 351-88 Re: APPOINTMENT OF A MEMBER TO THE ADVISORY COMMITTEE ON COUNSELING AND GUIDANCE

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

WHEREAS, In accordance with the Policy Statement on Counseling and Guidance adopted by the Board of Education on October 22, 1973, revised and adopted on June 12, 1978, the members of the Advisory Committee on Counseling and Guidance are appointed by the Board; now therefore be it

RESOLVED, That the following person be appointed to the Advisory Committee on Counseling and Guidance:

Katherine Patterson  
Principal, Highland Elementary  
Two year term, ending June 1990

RESOLUTION NO. 352-88 Re: CITIZENS ADVISORY COMMITTEE FOR FAMILY LIFE AND HUMAN DEVELOPMENT

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

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

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

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

RESOLVED, That the following individuals be reappointed to represent their respective organizations for a two-year term, effective July 1, 1988, and terminating July 1, 1990:

Ms. Carolyn Milkey, League of Women Voters  
The Rev. Mary Pappas, Montgomery County Community Ministry



Ms. Jill Gendleman, Control Data Corporation (reappointment)

RESOLUTION NO. 354-88 Re: APPOINTMENT OF MEMBERS OF CITIZENS'  
ADVISORY COMMITTEE FOR CAREER AND  
VOCATIONAL EDUCATION

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

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

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

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

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

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

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

RESOLVED, That the Board of Education appoint the following six persons to a two-year term effective July 1, 1988, and terminating June 30, 1990:

Ms. Marsha Anderson, Labor Educator  
Dr. Harold Blank, Dentistry  
Ms. Jacquelyn Irby, Crowne Plaza  
Mr. Robert McNeill, Lobbyist  
Mr. Allan Paro, Marketing  
Mr. James Sierra, AFL-CIO  
Dr. Dennis Sullivan, Professor  
Mrs. Tomasine Williams, WRC-TV  
Mr. John Doody, Dairy Farmer (reappointment)  
Mr. Stanley Gordon, American Red Cross (reappointment)  
Mr. William Harmon, Teacher (reappointment)

RESOLUTION NO. 355-88 Re: APPOINTMENTS TO THE TITLE IX ADVISORY  
COMMITTEE

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

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





RESOLVED, That the following people be appointed to this committee for a two-year term beginning July 1, 1988, and ending June 30, 1990:

Ms. Lidia Doran  
Ms. Louise Feigin  
Ms. Pamela Mondell  
Mr. Tuyet B. Tran

Re: PROPOSED RESOLUTION ON DRAFT LEGISLATION  
FOR STUDENT BOARD MEMBER VOTE

On June 16, 1988, Mr. Herscowitz moved and Dr. Shoenberg seconded the following:

RESOLVED, That the Board of Education direct Lois Stoner to prepare draft legislation to the County Delegation to the State Legislature, prior to the deadline for the submission of local bills, a bill which would grant the student member of the Montgomery County Board of Education voting privileges through one of the following proposals:

- (1) Grant the student member voting privileges on July 1, 1989, establishing a five person majority of the Board for the passage of motions
- (2) Expand the Board by adding an at-large member whose term would begin July 1, 1989, amending Section 3-701 of the EDUCATION ARTICLE, and who would be selected by the Board and subsequently would be elected in the general election beginning in 1992. Grant the student Board member voting privileges on July 1, 1989. The Board would then be composed of nine voting members one year prior to 1990 when the County Council would be composed of nine members and the school population is projected to have reached 100,000 students.
- (3) Adopt Option 2 pushing the date back a year to July 1, 1990.

and be it further

RESOLVED, That the Board of Education take action on the final version prior to the deadline for the submission of local bills.

Re: AN AMENDMENT TO THE PROPOSED RESOLUTION  
OF STUDENT BOARD MEMBER VOTE

Mr. Herscowitz asked that the second RESOLVED be amended to state that the Board of Education take action on the final version during its August meeting.

Re: A MOTION TO DRAFT LEGISLATION FOR  
STUDENT BOARD MEMBER VOTE

The following resolution moved by Mr. Herscowitz failed of adoption with Dr. Cronin, Mr. Goldensohn, and (Mr. Herscowitz) voting in the

affirmative; Mr. Ewing and Mrs. Praisner voting in the negative; Mrs. DiFonzo and Mrs. Rafel abstaining:

RESOLVED, That the Board of Education direct Lois Stoner to prepare draft legislation to the County Delegation to the State Legislature, prior to the deadline for the submission of local bills, a bill which would grant the student member of the Montgomery County Board of Education voting privileges through one of the following proposals:

- (1) Grant the student member voting privileges on July 1, 1989, establishing a five person majority of the Board for the passage of motions
- (2) Expand the Board by adding an at-large member whose term would begin July 1, 1989, amending Section 3-701 of the EDUCATION ARTICLE, and who would be selected by the Board and subsequently would be elected in the general election beginning in 1992. Grant the student Board member voting privileges on July 1, 1989. The Board would then be composed of nine voting members one year prior to 1990 when the County Council would be composed of nine members and the school population is projected to have reached 100,000 students.
- (3) Adopt Option 2 pushing the date back a year to July 1, 1990.

and be it further

RESOLVED, That the Board of Education take action on the final version during its August meeting.

RESOLUTION NO. 358-88 Re: RESOLUTION TO EXPLORE THE FEASIBILITY OF DEVELOPING AN EMPLOYEE CHILD CARE PROGRAM

On motion of Mr. Ewing seconded by Mr. Goldensohn, the following resolution was adopted with Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, and (Mr. Herscowitz) voting in the affirmative; Mrs. Praisner and Mrs. Rafel abstaining:

RESOLVED, That the superintendent be requested to explore the feasibility and desirability with MCPS organizations and school system staff of the development of an employee child care program organized as a cooperative to be managed by employees.

RESOLUTION NO. 359-88 Re: FALL REVIEW OF MCPS TRANSFER POLICY

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

RESOLVED, That the Board of Education schedule a review in the fall of this year at the earliest of its transfer policy following the completion of action on transfer issues for this upcoming school year.

Mr. Ewing pointed out that the Board might schedule a review initially in executive session, if appropriate.

Re: A MOTION BY MR. EWING TO SCHEDULE A  
DISCUSSION ON AIR QUALITY NEAR THE  
TRAVILAH QUARRY (FAILED)

A motion by Mr. Ewing that the Board schedule a discussion on whether the Board should take a position encouraging a new and more satisfactory study by the county government of air quality in the vicinity of the Travilah quarry, specifically for the purpose of determining the safety of the community and the schools in the area, particularly Stone Mill Elementary School, failed with Mr. Ewing, Mr. Goldensohn, and (Mr. Herscowitz) voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mrs. Praisner, and Mrs. Rafel abstaining.

RESOLUTION NO. 360-88 Re: BOE APPEAL NO. 88-06

On motion of Mrs. Praisner seconded by Mrs. Rafel, the following resolution was adopted with Mrs. DiFonzo, Mr. Ewing, Mr. Goldensohn, Mrs. Praisner, and Mrs. Rafel voting in the affirmative; Dr. Cronin and (Mr. Herscowitz) abstaining because they were not present for the decision:

RESOLVED, That the Board of Education adopt its decision and order in BOE Appeal No. 88-06.

Re: NEW BUSINESS

Mr. Goldensohn moved and Mr. Herscowitz seconded that the Board schedule a review of the recommendations of the superintendent issued last November on the proposed up-county special program with the intention to reach a Board decision on the next steps and whether to support the superintendent.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Recommended Approval of Program of Studies for Comprehensive Guidance and Counseling Program (for future consideration)
2. Recommended Approval of Special Education: Birth to 72 Months, Program of Studies (for future consideration)
3. Change Order Quarterly Report Under \$25,000
4. Monthly Financial Report

Re: ADJOURNMENT

The president adjourned the meeting at 12:05 a.m.

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PRESIDENT

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SECRETARY

HP:mlw