



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

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

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

156-89	Custodial Supplies AWARDEE Calico Industries, Inc.	\$146,107
164-89	Microcomputer Equipment and Equipment Supplies AWARDEES	
	Advanced Business System/Entre	\$ 16,915*
	Arch Associates Corporation	99,360
	Bohdan Associates, Inc.	10,925*
	Comark, Inc.	58,865
	CompuCom Systems	33,850
	Frederick Computers Plus	4,200
	IBIS Corporation	17,250
	Kramer Systems International	28,560*
	Landon Systems Corporation	46,767
	Memory Systems, Inc.	40,475
	Micro Marketing International	40,235
	Xerox Corporation	29,975
	TOTAL	----- \$427,377
178-89	Midsize Four-Door Sedans and Cargo Van AWARDEE Dick Stevens Chevrolet, Inc.	\$ 31,564
181-89	Chicken Thighs, Frozen AWARDEE Smelkinson/Sysco	\$ 82,488
	TOTAL OVER \$25,000	----- \$687,536

\*Denotes MFD vendors

RESOLUTION NO. 433-89 Re: ELEVATOR ADDITION - GAITHERSBURG HIGH SCHOOL

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

WHEREAS, The following sealed bids were received on June 22, 1989,

for the elevator addition at Gaithersburg High School:

BIDDERS	BASE BID
1. Century Enterprises	\$212,300
2. Ernest R. Sines, Inc.	299,900

and

WHEREAS, The low bid is within the staff estimate of \$250,000; and

WHEREAS, Although the low bidder has not completed any recent Montgomery County Public Schools projects, it is fully bonded by a reputable surety and is capable of completing the elevator addition; now therefore be it

RESOLVED, That a \$212,300 contract be awarded to Century Enterprises for the elevator addition at Gaithersburg High School in accordance with plans and specifications prepared by Thomas Clark Associates, Architects.

RESOLUTION NO. 434-89 Re: NEW ENTRANCE - BURTONSVILLE ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on July 12, 1989, for the new entrance to Burtonsville Elementary School:

BIDDER	BASE BID
1. Hanlon Construction Company, Inc.	\$ 93,721
2. Pickens & Sons, Inc.	113,675
3. Peak Inc.	128,000

and

WHEREAS, The low bidder, Hanlon Construction Company, Inc., has performed satisfactorily on similar projects throughout the Washington Metropolitan area; and

WHEREAS, The low bid is within staff's estimate of \$125,000; now therefore be it

RESOLVED, That a \$93,721 contract be awarded to Hanlon Construction Company, Inc., to construct the new entrance to Burtonsville Elementary School.

RESOLUTION NO. 435-89 Re: REROOFING - FRANCIS SCOTT KEY MIDDLE SCHOOL

On recommendation of the superintendent and on motion of Mrs. DiFonzo

seconded by Mrs. Praisner, the following resolution was adopted unanimously:

WHEREAS, The following sealed bids were received on July 6, 1989, for the reroofing of Francis Scott Key Middle School:

BIDDER	BASE BID
1. Orndorff & Spaid, Inc.	\$340,736
2. J. E. Wood & Sons, Co., Inc.	347,300
3. Construction Associates, Inc.	403,000
4. Roofers, Inc.	441,000
5. Raintree Industries, Inc.	458,600

and

WHEREAS, The low bidder, Orndorff & Spaid, Inc., has completed similar projects satisfactorily for Montgomery County Public Schools; and

WHEREAS, The low bid is within staff's estimate of \$350,000; now therefore be it

RESOLVED, That a \$340,736 contract be awarded to Orndorff & Spaid, Inc., for the reroofing of Francis Scott Key Middle School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 436a-89 Re: AUTHORIZATION TO TRANSFER LOCAL FUNDS  
FOR VARIOUS CAPITAL PROJECTS

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

WHEREAS, Funds are needed in the Quince Orchard High School and Clearspring Elementary School projects to complete additional construction work; and

WHEREAS, Surplus funds exist in the Burnt Mills Elementary School project due to lower than expected bids; and

WHEREAS, Staff has recommended that excess funds from the local unliquidated surplus account be used to complete this work; now therefore be it

RESOLVED, That \$740,000 from the Burnt Mills Elementary School project be transferred to the local unliquidated surplus account; and be it further

RESOLVED, That funds from the local unliquidated surplus account be transferred to the following projects:

- |                                  |          |
|----------------------------------|----------|
| 1. Quince Orchard High School    | \$85,000 |
| 2. Clearspring Elementary School | 43,000   |

and be it further

RESOLVED, That the county executive be requested to recommend that the County Council approve these transfers.

RESOLUTION NO. 436b-89 Re: CHANGE ORDERS OVER \$25,000

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

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

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

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

ACTIVITY 1

Project: Relocatable Classroom Steps, Decks, Ramps, and Canopies - material credit

Description: The contract for steps, decks, ramps, and canopies for relocatable classrooms gave Montgomery County Public Schools the option to supply roofing material for this project. If this option was exercised, the contractor agreed to pay for the material and credit the contract for the difference between the Montgomery County Public Schools material cost and the contract bid price.

Contractor: H & H Enterprises

Amount: \$35,000 credit

ACTIVITY 2

Project: Watkins Mill High School  
Provide and install science furniture and equipment

Description: This item was a bid alternate that was deferred at the time the contract was awarded. The work was to be reinstated contingent upon the appropriation of additional funds for Watkins Mill High School in the FY 1990 Capital Budget. The contractor has agreed to supply the science equipment for the original bid price.

Contractor: L. F. Jennings, Inc.  
Amount: \$390,233

RESOLUTION NO. 437-89 Re: AWARD OF CONTRACTS FOR VARIOUS  
MAINTENANCE PROJECTS

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

WHEREAS, Sealed bids were received on July 14, 1989, for several maintenance projects in accordance with MCPS Procurement Practices; and

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

WHEREAS, All the low bids were within budget estimates, and sufficient funds are available to award these contracts; now therefore be it

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

PROJECT	AMOUNT
Poured Urethane Gymnasium Floors - Resurfacing William Tyler Page Elementary School and Martin Luther King Intermediate School LOW BIDDER: Martin Surfacing, Inc.	\$ 34,900.00
Painting Interior Walls and Metal Frames Diamond, Flower Hill, and Maryvale elementary schools and Magruder High School LOW BIDDER: Dons's Painting (Maryvale ES) Tito Contractors (all others)	2,070.00 10,500.00
	-----
TOTAL	\$ 12,570.00
Gymnasium Floors, Wood - Refinishing Piney Branch Elementary School, Col. E. Brooke Lee Middle School, and Gaithersburg High School LOW BIDDER: Commercial Carpets of America (Piney Branch ES, Col. E.B. Lee MS) Weyer's Floor Service, Inc. (Gaithersburg HS)	\$ 19,323.00 13,917.50
	-----
TOTAL	\$ 33,239.50

Public Address System and Speaker - Replacement  
Bells Mill, Burnt Mills, and Wood Acres

elementary schools and Winston Churchill and  
Gaithersburg high schools  
LOW BIDDER: A-Com, Inc. 122,302.00

RESOLUTION NO. 438-89 Re: AMENDMENT OF CONTRACT FOR KENTLANDS  
ELEMENTARY SCHOOL

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

WHEREAS, An emergency supplemental appropriation of \$257,000 by the  
County Council is no longer needed to start construction of Kentlands  
Elementary School; now therefore be it

RESOLVED, That the Board of Education amend resolution No. 344-89,  
dated June 13, 1989, and award a \$7,395,000 contract to the Gassman  
Corporation for construction of Kentlands Elementary School  
consisting of 28 classrooms in accordance with plans and  
specifications prepared by Duane, Elliott, Cahill, Mullineaux and  
Mullineaux, Architects.

RESOLUTION NO. 439-89 Re: TELECOMMUNICATIONS/CABLE TV NETWORK  
INSTALLATIONS AT VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids were received on July 12, 1989,  
for the network installations at Kemp Mill, Oak View, Piney Branch,  
Takoma Park, and Waters Landing elementary schools and Gaithersburg  
Junior High School:

BIDDERS	BID
1. Halstead Communications, Inc.	\$78,800
2. B & L Services, Inc.	86,100
3. E.T.D. Electronics & Security, Inc.	93,864

and

WHEREAS, The low bid is within the staff estimate of \$90,000, and  
sufficient funds are available to effect the 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 \$78,800 contract be awarded to Halstead  
Communications, Inc., for the installation of  
telecommunications/cable TV networks at Kemp Mill, Oak View, Piney  
Branch, Takoma Park, and Waters Landing elementary schools and  
Gaithersburg Junior High School.

RESOLUTION NO. 440-89 Re: ARCHITECTURAL APPOINTMENT - DAMASCUS  
AREA ELEMENTARY SCHOOL

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

WHEREAS, It is necessary to appoint an architect to provide design and construction administration services for the Damascus Area Elementary School; and

WHEREAS, The architectural/engineering selection procedures approved by the Board of Education on May 13, 1986, were followed in the selection of Smolen/Rushing & Associates, Inc., for this project; now therefore be it

RESOLVED, That the Montgomery County Board of Education enter into a contractual agreement with Smolen/Rushing & Associates, Inc., to provide design and construction administration services for the Damascus Area Elementary School for a fee of \$390,000.

RESOLUTION NO. 441-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED  
PROJECT FUNDS FOR THE HEAD START CHILD  
DEVELOPMENT PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to receive and expend, within the FY 1990 Provision for Future Supported Projects, \$12,849 from the U. S. Department of Health and Human Services, Office of Administration of Children, Youth, and Families through the Montgomery County Community Action Agency, for the Head Start Child Development Program in the following categories:

CATEGORY	POSITION	AMOUNT
02 Instructional Salaries	.4*	\$ 8,456
03 Instructional Other		1,264
10 Fixed Charges		3,129
	---	-----
TOTAL	.4	\$12,849

\*Social services assistant (Grade 12) 10 month

and be it further

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

RESOLUTION NO. 442-89 Re: RECOMMENDED FY 1990 CATEGORICAL TRANSFER  
WITHIN THE JAPANESE LANGUAGE PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to effect the following categorical transfer within the FY 1989 Japanese Language Program in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
02 Instructional Salaries	\$1,516	
03 Other Instructional Costs		\$2,474
10 Fixed Charges	958	
	-----	-----
TOTAL	\$2,474	\$2,474

and be it further

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

RESOLUTION NO. 443-89 Re: TUITION FOR OUT-OF-COUNTY AND OUT-OF-STATE PUPILS FOR FY 90

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

WHEREAS, Resolution 364-77 that 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 90 is as follows:

	Kindergarten	Elementary	Middle Intermediate Senior	Special Education
Estimated Number of Pupils	8,737	43,958	43,680	4,732
OUT-OF-COUNTY MARYLAND PUPILS <sup>a</sup>				
Cost:				
Reg. Program	\$29,524,192	\$226,759,163	\$275,495,598	\$55,667,965
Debt Service	1,560,871	11,989,479	11,913,655	1,290,646
	-----	-----	-----	-----
Total Cost	\$31,085,063	\$238,748,642	\$297,409,253	\$56,958,611
Cost Per Pupil:				
Reg. Program	\$ 2,581	\$ 5,158	\$ 6,307	\$ 11,764

Debt Service	136	273	273	272
	-----	-----	-----	-----
Total Cost	\$ 2,717	\$ 5,431	\$ 6,580	\$ 12,037

Full Day Kindergarten	
Reg. Program	\$ 5,158
Debt Services	272
	-----
Total Cost	\$ 5,431

OUT-OF-STATE PUPILS

Cost:

Reg. Program	\$29,524,192	\$226,759,163	\$275,495,598	\$55,667,965
Debt. Service	1,595,117	12,252,531	12,175,043	1,318,963
	-----	-----	-----	-----
Total Cost	\$31,119,309	\$239,011,694	\$287,670,641	\$56,986,928

Cost Per Pupil:

Reg. Program	\$ 2,581	\$ 5,158	\$ 6,307	\$ 11,764
Debt Service	139	279	279	279
	-----	-----	-----	-----
Total Cost	\$ 2,720	\$ 5,437	\$ 6,586	\$ 12,043

Full Day Kindergarten	
Reg. Program	\$ 5,158
Debt Service	279
	-----
Total Cost	\$ 5,437

now therefore be it

RESOLVED, That the tuition rates for out-of-county Maryland pupils and out-of-state pupils for the 1989-90 school year shall be:

	OUT-OF-COUNTY <sup>a</sup>	OUT-OF-STATE
Kindergarten		
Half Day	\$ 2,717	\$ 2,720
Full Day	5,431	5,437
Elementary	5,431	5,437
Secondary	6,580	6,586
Special Education	12,037	12,043

a Out-of-county pupils (residing in the State of Maryland) are charged a slightly lower tuition rate than students who live outside of Maryland because the debt services paid by the State of Maryland is included in the calculation of out-of-state tuition.

RESOLUTION NO. 444-89 Re: SUBMISSION OF AN FY 1990 GRANT PROPOSAL TO ESTABLISH A SPECIALIZED GIFTED/

TALENTED PROGRAM FOR UNDERSERVED AND/  
OR UNDERACHIEVING STUDENTS

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1990 grant proposal for \$249,888 to the United States Department of Education under Part VII, Jacob K. Javits Gifted and Talented Student Education Program, to develop a model magnet program and a teacher training site for underserved gifted students including those who are underachieving and handicapped, economically disadvantaged, and/or have limited English proficiency; and be it further

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

RESOLUTION NO. 445-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Michael E. Glascoe	Principal Robert Frost IS	Principal Einstein HS Effective: 7-25-89

RESOLUTION NO. 446-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Stanley A. Fagen	Supervisor/Special Alternative Education In-service Training	Director Dept. of Staff Development Effective: 7-25-89

RESOLUTION NO. 447-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Naomi R. Plumer	Supervisor of Elem. Instruction Area 2 Admin. Office	Coordinator of Early Childhood Education Dept. of Academic Skills Effective: 7-25-89

RESOLUTION NO. 448-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Donna S. Phillips	Principal Trainee Takoma Park ES	Principal Takoma Park ES Effective: 7-25-89

RESOLUTION NO. 449-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Ida L. Polcari	Admin. Intern Banneker MS	Asst. Principal Banneker MS Effective: 7-25-89

RESOLUTION NO. 450-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Elaine Seikaly	Admin. Intern Gaithersburg JHS	Asst. Principal Gaithersburg JHS Effective: 7-25-89

RESOLUTION NO. 451-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Roy Settles, Jr.	Admin. Intern Longview School	Asst. Principal Longview School Effective: 7-25-89

RESOLUTION NO. 452-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Jane F. Butler	Principal Charles County BOE La Plata, MD	Asst. Principal Sligo MS Effective: 8-1-89

Re: ANNUAL REPORT OF CITIZENS COMMITTEE  
ON CAREER AND VOCATIONAL EDUCATION

Ms. Lois Parker, coordinator of career education, introduced Mr. Stan Gordon, 1988-89 chairperson; Dr. Dennis Sullivan, 1989-90 chairperson; and Mr. Donald Wilson, coordinator of industrial and technology education. She remarked that the advisory committee was a very diverse group reporting annually to the Board of Education and acting as liaison to the Montgomery County Advisory Council on Vocational-technical Education. She thanked Mr. Gordon for the outstanding work he had done as chairperson.

Mr. Gordon thanked the Board for the opportunity to present their report earlier this year. This year they had a few items which should be examined now and implemented in the coming semester. Mr. Gordon said the committee continued to give support to the Edison Career Center and maintained an on-going liaison with their administrative staff. They wrote letters to appropriate agencies requesting support for vocational education. They had supported the 2+2 articulation agreements with Montgomery College and had kept up with the progress of their implementation.

Mr. Gordon indicated that they had cooperated on a continuing basis with the director of the Department in assisting with the fourth annual vocational education awards ceremony and banquet that was held at the Crowne Plaza Hotel in Rockville. Board members had attended, and this was an outstanding affair. There were more than 250 honorees, guests and county dignitaries, and awards were given in the amount of \$100 to \$200. These awards were donated by local corporations, businesses, or labor organizations. The committee

would continue with these activities during the 1989-90 year through subcommittees. They had subcommittees for Edison Center curricula, public relations and marketing, and career and vocational education program continuity.

Mr. Gordon stated that last year the committee recommended that MCPS provide transportation for more students interested in participating in vocational programs not offered in their home schools. They were pleased that the students in Area 3 would have the opportunity to attend the Edison Career Center next year, and that transportation would be provided. However, the committee felt that a large number of students were unaware of this opportunity. They recommended a recruitment effort similar to the Edison Expo conducted in Areas 1 and 2 this year, planned for Area 3 schools in 1990.

Mr. Gordon thought that MCPS had made significant progress in the last two years in the development of articulation of courses with Montgomery College. The committee would like to see additional courses linked to the college's programs. The committee recommended that the Board of Education urge the college to establish a permanent liaison for the purpose of developing further articulation agreements. The director of Career and Vocational Education served in this capacity in MCPS.

Their third recommendation had to do with application of math concepts. They determined there was a problem which could be alleviated by having a math teacher located at Edison to help in applying the math concepts. The committee recommended that the Board of Education make vocational education a priority or initiative in 1990. They felt strongly that all students should graduate with some marketable skills.

Mr. Gordon recalled that last year their farmer member had made a presentation to the Board on the need for more agricultural courses. The committee still felt that this was an area that was very much neglected. Agriculture was not necessarily farming, and they did not believe there were enough courses within the vocational programs to meet the needs.

Mr. Goldensohn thanked Mr. Gordon for the report. He hoped that some of these recommendations could be implemented very quickly. He thought that the recruitment effort in Area 3 was obviously something that could be done easily. He hoped that the College would establish a permanent liaison. He supported all of the other recommendations. However, he recognized that adding a math teacher had a monetary impact. In terms of making vocational education an initiative or a priority, he thought the Board was leaning that way already.

In regard to agriculture, Mr. Goldensohn concurred that there should be more agricultural courses. There had been a shrinking of this program in the county, school by school. There was a significant number of children interested in agriculture, and if recruited they would attend. He pointed out that one only had to go to the county fair to see the interest in agriculture through the 4-H clubs. Mr.

Gordon noted that there were many more occupations available to students with some agricultural training than most people were aware of. For example, students had a better chance at a job in the chemical industry if they had agricultural training. Mr. Goldensohn pointed out that farmers were business men who used computers to keep records and maintain stock. A lot of things they had could be oriented toward agriculture. If the program at the University of Maryland could maintain itself, he thought the county could have a program.

Dr. Shoenberg expressed his appreciation for the substantive recommendations. Most of them followed up recommendations made in the past. He had a different view of the agriculture recommendation than Mr. Goldensohn did. There was no question that there were jobs available in agriculture and the agri-business industry. Over a number of years they had made a considerable effort at recruiting students for those programs and had seen a dwindling number of students. They had maintained courses well beyond the point at which by their normal standards enrollment in those courses justified the offering. While he certainly thought that students could profit by any number of things in vocational agriculture, they had not found any great interest in it. He was not sure how long they should try to generate that offering in the light of a lack of student interest before they shifted to raising the awareness of students in agricultural issues and problems. There was an agricultural-oriented biology course and issues they could raise in social studies. There were some horticulture courses that might train students to take a position at some level within horticultural businesses. The sorts of things discussed in the report were the kinds of things for which one needed some level of college training. The question became when and how they interested students in pursuing that kind of work in college. At the University of Maryland they had to have students pretty well along in their college careers before they saw the relevance of what they were studying to agriculture. He understood the feeling people had about the importance of agriculture to the county, but he was not sure whether the preparation and generation of interest on the part of students in that kind of a career was something they were going to do through vocational agriculture courses.

Ms. Parker agreed that to some extent it was a career education problem rather than a vocational education problem. However, no one thought he or she was going to be a sales person. Yet 80 percent of the people getting out of school ended up in some aspect of sales. It was an awareness problem which could be pointed out in certain aspects of social studies. They had to work on that, but at the same time they had to look at the curriculum as well. Students still thought about farmers and cows, and the curriculum reflected this rather than agri-business.

Mr. Wilson reported that two different groups had looked at agriculture in the county and in the state over the last two to three years. One was a county task force appointed by Mr. Hanna, and the other was the governor's commission on agriculture. Both reports

pointed out that agriculture had changed and suffered a tremendous image problem. He commented that the word "vocational" suffered from an image problem as well. Some people in the state thought that agriculture should be aligned with science in the curriculum. They were looking at agriculture science and related technology. The University of Maryland was now taking a hard look at their curriculum as was MCPS in conjunction with the state department.

Dr. Sullivan noted that there was competition among electives with little space left after students completed the basic requirements. An agriculture course which was science based and which would satisfy a science requirement might attract more students than an elective. They were suggesting that the Board look at this. The University was going in this direction and in that context these courses would compete very well with others.

Dr. Cronin suggested extending the discussion for a few minutes. He said that the three committee reports this evening would come back to the Board with the superintendent's comments. They would then be able to continue this discussion at a future time when they had the superintendent's comments.

Mrs. Hobbs felt that the CAC and the LAC had both worked very diligently to promote vocational opportunities for students. She asked Mr. Gordon about the number of years he had served and if he would give his personal evaluation of the progress or lack of progress that they had made. Mr. Gordon replied that this was his fourth year and during that time there had been a change in department directors. He thought they had made progress. The committee had brought some very important issues to the surface, and the Board had acted to analyze those recommendations and do something to implement them. They always seemed to come back to the same problems every September. They still needed more money, more teachers, and better ways to publicize the program. This year they had a total of 16 people on the committee, and six to eight people showed up most of the time. He felt that those people worked hard. For the first time in four years they had a full complement coming up this year. They had 24 people appointed to the committee, and six or eight more people applied as well. The staff had been very good and very helpful. He also thought they had had an open door to the Board.

Dr. Cronin asked that the superintendent respond to the issue of the math concepts in the Edison Career Center. He wondered whether a teacher from Wheaton could double up if it were not possible to assign a math teacher to Edison. He reported that during the month he would be writing a report for Montgomery College on their priorities for 1989-90. One of their goals was the articulation agreements with MCPS.

Dr. Pitt explained that he had pushed the biology program very hard. He was concerned when they did not meet the state requirements, and he would like to take some time to meet with the committee to talk about that.

Mr. Gordon stated that for the past several years they had felt that a closer liaison between this committee and the Guidance Department needed to be developed and maintained. They would be meeting with the new director as soon as an appointment was made. If students were not informed about vocational studies, it was because the Guidance Department was not aware enough of what was available. Dr. Cronin thanked the committee for their report.

Re: ANNUAL REPORT OF THE FAMILY LIFE AND  
HUMAN DEVELOPMENT COMMITTEE

Mr. Edward Masood, director of the Department of Health and Physical Education, introduced Mr. Daniel Finn, chairman of the committee. Mr. Finn stated that in their memo requesting an appearance before the Board they had outlined some serious concerns regarding education at the high school level. Over the past years they had reviewed many outstanding video tapes, slides, texts, etc. They felt that the elementary school and middle school curriculum materials were excellent. They also felt that the high school curriculum materials were outstanding; however, less than 600 students took a family life and human development class. Almost 200 of those were from Magruder High School. This represented less than 8 percent of the high school students, and if Magruder were excluded, it would be less than 5 percent.

Mr. Finn said that all high school students received instruction in reproduction and contraception in the biology curriculum, but at this critical stage in their lives they felt it was important students received education in peer group pressure, decision making, and knowing that it was ok to say no to sex.

Mr. Finn stated that the following information came from local sources as well as national research studies. Approximately 1,000 teenagers got pregnant each year in Montgomery County. That was more than the number of students enrolled in family life and human development. He said that 25 percent of the sexually transmitted disease clinic visits were by teens. There were 1,000 cases of gonorrhea each year. There had been a three fold increase in venereal warts since 1987. Penicillin resistant gonorrhea was epidemic in Montgomery County. Congenital syphilis was on the rise in Maryland. A recent study found that 1 in 500 college students tested HIV positive. It took several years for the AIDS virus to become detectable. This meant that many of these students were exposed to the AIDS virus while in high school. He reported that 50 percent of teens, 16 to 19, were sexually active according to national studies. He said that 75 percent of the teens used alcohol and 37 percent used drugs at the time of sexual activity. The use of alcohol and drugs affected decision-making ability. He indicated that 23 percent of those 15 and under used contraceptives the first month of sexual activity; however, 42 percent of those sexually active did not use anything after the first year. Only 2 percent of those sexually active were using condoms. He remarked that a lot of these were national statistics.

Mr. Finn reported that studies had also identified some myths that teens had. Teens thought that serial monogamy would keep one safe from AIDS. Teens thought that using birth control pills would protect them from AIDS and STDs. The committee felt that something had to be done. They believed that it was critical that more students received instruction on family life and human development topics. They had reviewed a number of films and tapes which did an excellent job of supporting the curriculum, but high school students did not have a chance to see this material.

Mr. Finn reported that they had met with Dr. Pitt. He has proposed requesting approval from the state to permit the family life and human development course to apply toward the practical arts graduation requirement. In addition, the staff would be requested to review successful programs and explore ways for principals to increase enrollment in the family life programs. The committee preferred to see a required course, but they would fully support this approach and would do everything possible to assist the Board of Education, Dr. Pitt, and his staff to achieve the necessary approvals.

Dr. Pitt said he was concerned about the lack of young people taking this elective course. Rather than have another required course, they were looking at this being a graduation requirement in practical arts which might encourage students to take the course. The Board would have to request this approval from the Maryland State Department of Education. There had been some very good programs at the high schools. These were not courses per se but might be parent meetings. Mrs. Hobbs asked about other schools offering family life and human development. Mr. Masood replied that there were a total of ten schools: Einstein, Gaithersburg, Walter Johnson, Kennedy, Magruder, RICA, Rockville, Seneca Valley, Wheaton, and Whitman. Mrs. Hobbs asked if any schools dropped from last year because of lack of enrollment. Mr. Masood replied that the schools went up by one, but enrollment was down by 79. Quince Orchard would offer family life this coming school year, but he would have to check about Watkins Mill.

Mrs. Praisner recalled that they had discussed this recommendation in the past. Part of the problem was that they were still declining in high school enrollment. She thought that the initiatives suggested by Dr. Pitt might be very useful. She would hope that they could move on those fairly quickly. Dr. Pitt commented that the credit would not be available for another year if they were successful. Mrs. Praisner thought it would be useful for them to look at what

options there were for decision making, peer pressure, etc. earlier than the high school level. Although they were talking about specific needs in the health area, there were needs for students to develop strategies and resources at an earlier age. She suggested that they review the middle school level curriculum to give them some sense of what opportunities there were for students in that area to look at these kinds of issues.

Mrs. Praisner also suggested that as they started to meet with MCR and MCJC by area in this coming year this was an issue that they had not talked about with students. Perhaps this was one item that the Board could bring to each of those meetings and ask about knowledge of the courses and the student perspective. Mr. Finn commented that there were Grade 8 materials that did address these issues, but there were materials that were appropriate only for the high school. Dr. Cronin asked Ms. Serino to work with Mr. Michaelson on this issue.

Dr. Shoenberg agreed that it was important to know why students did not take the course as well as knowing why students did take the course. About a year ago they had a Board retreat where they talked about certain essential kinds of knowledge that prudent adults needed to have. These had to do with health issues, consumer issues, etc. The participants were all reluctant to introduce additional requirements per se and by course. He did not know whether the people who enrolled in the family life course would be better off or worse off than they were without that knowledge or whether they had knowledge they could convey to their less well informed contemporaries. In terms of value added, they had no way of knowing whether this course was a useful one or not. It seemed to him the only way they were going to know that they had given it their best shot was to expose all students to this essential knowledge of ideas and behaviors. He wished they could figure out some way of doing that without requiring another course. He asked about some way of integrating these matters into the curriculum in other subjects. He explained that while he was a hard line academic person, but the failure of any institution of society to convey these sorts of essential information to students was very troubling to him.

Mr. Finn said that they talked about weekend retreats and evening programs with parents and teens. They had discussed looking at what could be done with the high school orientation program. There was a wide variety of potential alternatives that should be explored. Right now a number of schools had been successful with various programs. They were not identifying those successful programs and trying to model other programs on them.

It seemed to Mr. Ewing that they had two choices. They could require that this kind of information be part of every student's program, or they could be persuasive. He agreed with Mrs. Praisner that they had to know why students didn't take the course. He was afraid that if they waited to discuss it school by school, it would be three years from now before they did anything about it. He suggested that they consider doing a random sample of students throughout the county and find out why it was that students did not take the course. He thought that the title was daunting. He suggested that if it were a course on social issues in contemporary society they might get more interest in the course. He would be willing to require a course like that. He would not be willing to require a course called family life and human development. He thought that the time had come when they really ought to require something for all students at the high school level. He believed they would find that students did not take the

course because they thought they knew it all. They had to either require a course or do a better job of persuading. Mr. Finn reported that they had discussed the name of the course. Students did not take the course because it wasn't cool to take it. They did take it in some schools because there was a teacher or a catalyst that got the interest going. It then became cool to take the course.

Ms. Serino agreed with Mr. Ewing that the potential for it be to a required course was great. The memo mentioned that eight counties currently had it as a required course, but it was entitled health. She asked about the differences between the MCPS course and the courses labelled as health. Mr. Masood replied that one half credit health education requirement in those jurisdictions was a survey course. For example, in Prince George's County they had nutrition, fitness, personal and community health, communicable disease control and issues, alcohol/tobacco/drugs, and four weeks dealing with family life and human development. The other courses were very similar.

Mrs. Praisner asked if they would have to modify the biology course if they were to require a course in this area. Dr. Pitt agreed to provide an answer in writing because it was complicated. A lot of material in the biology course was specific information on contraception and so on. Here they were talking about a broader kind of approach talking about issues in the lives of students.

Dr. Cronin asked if staff could summarize the courses in the other counties and provide a list of their graduation requirements when this issue came back. He asked that the letter from the committee as well as Mr. Finn's comments tonight be considered as the committee's report, and he asked that the superintendent respond to both. He thanked the committee for their report.

Re: ANNUAL REPORT OF THE ADVISORY COMMITTEE  
ON MINORITY STUDENT EDUCATION

Dr. Cronin complimented the committee on a very strong and insightful report. He agreed that they would receive the committee's report tonight and when they had the superintendent's response there would be time for a more extensive discussion.

Dr. James Moone, chairperson, reported that the committee had been meeting for 12 months. In addition to that, they had four subcommittees and each of those met monthly as well. In addition to those meetings there had been some 12 conference calls and any number of one on one calls. This totalled something like 72 meetings the committee had had. The subcommittee chairs were Keith Prouty, student achievement and participation; Sunny Lee, affirmative action; Edgar Gonzalez, successful practices to improve student achievement; and Allison Bryant, community outreach and parental involvement. Mr. James Fernandez was co-chairperson of the committee.

Dr. Moone stated that for the last two years and intensely for the past 12 months members of the committee had met with a number of

individuals both within and outside of MCPS. They had talked with students, parents, teachers, administrators, and others interested in education about their perceptions of the many programs and strategies designed to improve the education of minority students and the implementation of the spirit and intent of the Board of Education's Priority 2 adopted some six years ago. As a result of these conversations and the study of documents and data, the committee had come to some firm conclusions about new initiatives that should be undertaken. The recommendations in the report were not exhaustive of the multitude of issues around the education of minority students.

They did represent those that currently were on the cutting edge. It was their hope to explore additional issues in the coming months. Dr. Moone said that the advisory committee wanted to express their strong concerns about events during the past few months. Despite the controversy regarding minority student progress and the release of California Achievement Test results, the Board of Education did not seek the advice and counsel of the committee which had been appointed to act in such a role. They believed the members had more to offer to the system than writing a yearly report as important as it might be. They were disappointed that their assistance that had been sought and that the considerable expertise of the committee was not utilized. He pointed out the profiles of the committee and noted that this was a blue ribbon group pulled together to address educational issues.

Dr. Moone commented that as the committee began its work last year the committee was asked by Dr. Pitt to provide constructive criticisms in assessing minority student achievement. They took the superintendent at his word. The committee immediately requested a meeting with the superintendent and the deputy. The committee told them that too long had they lagged in the process of addressing the issue of minority student education in Montgomery County. They requested technical support to get that job done. The superintendent provided the assistance of Dr. Paul Scott and his office as well as writers to assist the committee. The committee reports represented the efforts of the entire body collectively. The committee wrote, rewrote, and debated. The report represented all of the issues they tried to capture with the technical resources that they had.

The reports of the subcommittees represented many hours of work. The recommendations embodied the consensus of the entire advisory committee. MCPS had long struggled with the issue and had tried various approaches, strategies, and techniques. Some had proven to be successful and others had not. The Board and school system should be commended for their past efforts and for continuing to look for solutions that would benefit thousands of students. They realized that a similar committee had been dismissed by a previous Board of Education which meant community input had been lost for years. Dr. Moone stated that the committee believed that no other issue before MCPS should command greater attention than this one. If MCPS failed in its mission of educating each student to his fullest potential, they failed society. The issues and findings in their report could be characterized in two ways, resources and commitments.

Greater resources were called for particularly at the elementary school level. Many students came to school with educational deficits and did not receive remediation until it was almost too late to change the course of their academic careers. Therefore, one of the major recommendations of the advisory committee was to provide students opportunities to develop healthy attitudes toward learning and positive self images early in their formal education. This could not be done in classes with 25 or 30 students. It must be done in classes with lower pupil/teacher ratios.

Equally important to this issue was the leadership attitudes of administrators and teachers in those schools with high percentages of minority students. The committee believed that it was important that the individuals who worked in these schools had a vision of what could be accomplished. MCPS must devise ways to make it worthwhile monetarily for professionals to move aggressively to assist minority students to achieve. No such strong motivation currently existed. Dr. Moone reported that the committee had been affected by what it had read, heard, and seen. The problems of low expectation, prejudice, lack of equal access, inhospitable school climates, and lack of coordination of Priority 2 related activities were nothing new. The recent testimony showed that people had given the Board and school system numerous suggestions over the past 20 years. The committee believed that achievement and participation of minority students was a priority. How to do this was a major task of the school system. They wanted to make it clear that they felt it was imperative that the Board and the system take immediate and affirmative action to do what was needed to impact on this situation. They wanted the report and its recommendations to be taken seriously. They asked that the Board review in full detail and deliberate among themselves and give the committee a report as to what their positions were going to be by January. The work of the committee would be fruitless unless some parts of these documents were adopted and formulated into policy. Principals, teachers, counselors, and staff people had to be held accountable for improving the educational quality for minority students in the Montgomery County Public Schools.

Mr. Prouty urged that the Board members read the report in its entirety to sharpen their focus and to heighten their sensitivity in terms of minority student perspectives. Their first recommendation was that the Board make positive steps to improve the intensity, quality, and sensitivity of instruction in Grades K-3 to help children develop confident attitudes toward learning and develop a positive self-image in terms of his or her own ability as a student and a learner. They urged the Board to focus on more instructional assistance including not only reducing class size but increasing teacher aides. They asked the Board to look at team teaching in K-3. Recognizing fiscal constraints, they asked that the Board consider moving teacher trained personnel from other functions back to the classroom with particular focus on K-3. They recommended having more elementary school counselors to deal with social adjustment in the classroom. MCPS should develop more effective tools for monitoring the achievement of minority students in Grades K-3. This approach

would only work when the teacher in the classroom embodied the principles of equal educational opportunity.

Mr. Prouty stated that their second recommendation was that the Board monitor students as individuals not just as statistics. Their third recommendation was on ability grouping. They urged that the system learn to treat each student as an individual achiever regardless of race, creed, or color. They recognized that prejudice did in fact exist. The system must address this issue, and the most significant place to address this issue was in the classroom in the relationship between an individual student and an individual teacher.

Mr. Prouty said they recommended that the system develop leading educational indicators that went beyond the CAT test to a broad based measure of achievement on the part of each student. This would be the basis not only for the measurement of the performance of minority students but would also serve as a broader base for the development of accountability for each individual school. They recommended that the link between the CRT exams and the established accountability goals be expanded. They suggested that MCPS think about developing test taking skills that would serve students well not only for the state tests but in terms of the ability of students to prove his or her mettle in test taking.

With respect to the study of the implementation of Priority 2, Mr. Prouty said they applauded efforts that had been made with respect to an assessment by outside experts. They urged that the mandate to involve outside experts address both the structure of the program and utilization of resources as well as program content and innovation. They asked that the minority community resources be involved in both

the selection of the experts and in the agenda of those who were going to do the study.

Finally, Mr. Prouty said they looked at minority student participation and recognition. They focused on non-athletic activities and the involvement of minority students in awards ceremonies.

Dr. Moone explained that Ms. Lee was out of the country and Mrs. Nina Clarke and he would handle the affirmative action subcommittee report. Mrs. Clarke was a retired MCPS principal and the author of two books. Dr. Moone reported that MCPS had adopted its affirmative action policy on September 21, 1987. They had looked at that policy in coordination with Dr. Scott. They were impressed because it served as a tool for the school system to continue to have balanced staffing. There were a number of instruments that existed and would have an impact on affirmative action for the future.

Dr. Moone said that the affirmative action monitoring committee consisted of the Human Relations Department, the Personnel Department, and the Minority Education Office. The team held the school system accountable and reported to the superintendent. The committee's first recommendation was that the school system

select an Hispanic staff member for the recruitment team. The second recommendation was to simplify the application format. Many teachers who applied to MCPS were turned off by the application process. There were other school systems equivalent to MCPS that had a more simplified process.

Dr. Moone stated that the third recommendation was to eliminate the MCPS teacher test in lieu of the state-required National Teachers Examination. Now that it was a state requirement that the NTE be administered, serious consideration should be given to discontinuing the MCPS test. They recommended providing in-service curricula for new teachers on affirmative action. They had to do a better job on in-service for new minority teachers. There needed to be recruitment incentives, In addition, there must be mentoring procedures, and he asked Mrs. Clarke to address this.

Mrs. Clarke stated that they had not been able to recruit as many minority teachers as they needed. After teachers were recruited, some of them resigned because they could not cope with so many of the problems they faced. These teachers did not receive mentoring from administrators and other faculty members. While MCPS was a tremendous school system, many teachers came from systems that were not as affluent as MCPS. In attending teacher workshops, she had had teachers of all races come to her and ask for assistance. These teachers needed mentoring and help in adjusting to MCPS. They needed a process in the schools or something offered by community groups. There were many retired teachers who could render some service to these young people.

Dr. Moone stated that there were union problems that the Board would have to address. There needed to be the appointment of an administrator to coordinate the Future Teachers of America program to ensure scholarships and incentives to develop a pool of minority teachers coming into the school system. There should be more collaborative efforts such as the one with Benedict College. There should be collaborative efforts with other school systems with dynamic teacher training programs.

Mr. Edgar Gonzalez, chairperson of the subcommittee on successful practices to improve student achievement, stated that they looked at successful practices, their evaluation, and dissemination. The committee tried to identify the common elements and approaches used by schools with successful practices. Their analyses indicated the successful schools had strong, enthusiastic, and experienced principals with a vision; enthusiastic and well qualified teachers; a clear school mission; high expectations of achievement by all students combined with frequent monitoring of progress; a wide variety of learning opportunities; and a strong parent participation and involvement program.

Mr. Gonzalez commented that the subcommittee was aware of fiscal constraints. For that reason, they developed the concept of target schools as those with a large number of low achieving minority students and diverse population and large numbers of minority

students who had not met the accountability goals established by the superintendent of schools. The committee emphasized the need for enthusiastic and experienced principals and teachers. While the superintendent and Board established policy, the actual success or failure of the academic program rested with the principals and teachers in a given school. The success or failure of Priority 2 efforts was heavily dependent on these two key components of the system.

Mr. Gonzalez reported that their key recommendation was for MCPS to take deliberate steps to enlist in target schools enthusiastic and experienced principals who were committed to the success of Priority 2. They were not attempting to categorize the performance or commitment of the current principals. They were saying, however, that without such commitment on the part of the principal, achievement of academic progress in schools with large numbers of minority students was unlikely to occur. They were also saying that left to the current procedures in MCPS, there was little or no chance of changes occurring. Experienced principals had little incentive to leave their current schools where they had established routines and community relationships. It was clear to the committee that incentives must be provided to potential candidates. They recommended a system of stipends, transportation privileges, bonuses tied to performance, etc. It was important that being tapped for one of these positions was a clear message of recognition and potential for further career development. Other incentives must be provided to facilitate the accomplishment of increased student achievement such as smaller class sizes, additional clerical staff, increased staff training, and opportunity to fill vacancies early in the process. They also believed that many similar considerations and incentives should be provided to experienced and enthusiastic teachers.

Mr. Gonzalez stated that many schools with successful practices had high expectations and frequent monitoring of student progress. Many schools developed individual data bases in which they tracked the performance of individual students. Principals frequently monitored expectations compared to the level of achievement. The committee believed this frequent monitoring was more likely to provide results than the current reliance on CAT scores which were obtained for an individual student three or four times in their entire school career. Mr. Gonzalez reported that frequently there was no tracking or monitoring of the academic performance of students once they left the ESOL program. It was essential that this monitoring be instituted and appropriate resources allocated to accomplish this task. Only through hard data would the system be able to judge the effectiveness or lack thereof of the ESOL program.

Finally, they recommended the dissemination of effective practices throughout the system. The initial push for this program was a component of the plan for minority academic achievement presented to the Board in December of 1987. The logical follow-up steps after identification of the successful practices would be to spread it throughout the system, starting with schools where it would be needed the most. Contrary to expectations, the selections of schools for

dissemination was left to the area superintendents. The selection of schools was done on a geographical basis, and the importance of the principals played a role. Those expressing interest were given priority. However, those schools with the largest needs were not necessarily selected. It was their strong recommendation that for the following school year the dissemination of successful practices be prioritized for implementation in target schools.

Dr. Bryant, chairperson, of the subcommittee on community outreach and parental involvement, explained that they had put their most controversial recommendation first. There was a need for equal treatment of all ethnic groups and their organizations. The reason for that was the perception that African-American groups got much more attention. All groups needed recognition, and there needed to be communication across the board. They recommended that MCPS communicate that they were responsive to all community-based groups. Dr. Bryant said that the second issue was the need for expanded involvement of the business community. They recognized that MCPS was involved with the business community, but they believed that that involvement could be expanded. Most of the involvement was geared towards those students who might not be college bound or on the college track. They were suggesting that there was a need to expand the business/professional community programs to students who were college bound. The career choices of these students ought to reflect some exposure to the world of work.

Dr. Bryant said the third issue was the need for more pragmatic coordination among and between MCPS services. This was in reference to ESOL, Chapter I, Head Start, etc. According to what the committee witnessed, the representatives of these programs did not know what each other was doing. The discussion with the committee gave these people an opportunity to network among themselves.

The fourth issue was the need to address unique needs and differences in schools. In those schools with a high concentration of ethnic students, especially those with non-English speaking parents, there was a need for services beyond what currently existed. They were suggesting there be an attempt made to assign at least one person who could serve as liaison between school and the community.

Their fifth issue was the need for inclusion of all minority individuals in Priority 2 concerns. Dr. Bryant pointed out that the obvious omission in Priority 2 was those students comprising Asian-Americans. This might be a part of stereotypical thinking with the idea that if a student was Asian he or she did not need help. This was not the case. There were great needs in the Asian-American community, and this was an attempt by that community to make sure their voices got heard. There were needs that all communities had, and they needed to be included in the recognition of any kind of resources that got allocated for Priority 2.

Their sixth issue was the need for greater resources to explain MCPS to parents. Because of the diversity out there, parents were being left out of the loop. When that occurred, students became

spokespersons for their parents. In many instances, students became manipulators of the circumstances under which their parents received information. There was enough of a concern that something should be done to address this. They recommended a series of videotapes that could be made accessible to these parents in their languages. Their final recommendation was for a more coordinated effort on the part of MCPS, parents, and other outside agencies dealing with the children who scored low on tests. When they were talking about trying to improve the quality of education and the quality of performance of youngsters, it could not be an approach from several directions that were independent of one another. They believed a synergistic approach ought to be used whereby the various groups would come together and build on the information and experiences of each group. In this way, they would improve upon their ability to deliver services to those individuals who were in need. Although they used the term resources, Dr. Bryant noted that their seven recommendations did not necessarily require any additional expenditures of dollars. They believed that with more creative realignment of what currently existed that these recommendations could be accomplished.

Dr. Moone asked if Board members had any questions about their report.

Dr. Cronin remarked that this was a very strong and perceptive report, and the Board appreciated the effort that all members had put into it. The report went beyond anything they had seen in the past. In the past five or six weeks, the Board had had several opportunities to express its concern about minority education. At this point he would ask Board members to limit their comments. He would prefer questions to the committee of clarification of issues. Mr. Goldensohn commented that there was a lot in this report. He knew they would be receiving a staff response to the report. He suggested that the Board president consider four sessions at four Board meetings because the report was divided into four sections. If the report came back at one meeting, they would never cover the entire report. He thought that the staff response should come back in four segments, the Board could take one area in one evening. Mrs. Praisner agreed that this was a good idea.

Dr. Pitt commented that this was an excellent report. They were very willing to do this. There were some ideas here that they did not have to wait a long time to do. The staff had talked with some members of the committee already and had agreed on some early childhood ideas and the videotaping. Other things would take time and some were budget related. Dr. Cronin hoped the Board discussions of the superintendent's responses would fulfill the wish of the committee to hear from the Board.

Dr. Shoenberg remarked that this was a report that they would spend a great deal of time talking about. He felt some guilt that the Board might have come to this committee as a kind of a first move rather than going through a variety of other kinds of processes. To the degree they did not, he was sorry. He expressed his regret that they

did not come to the committee. One of the general recommendations made by the committee was the study to be conducted by individuals outside of MCPS. The Board was in the process of doing that. He would add to that his positive response that it should be on structure as well as content. They would have some individuals in, and he expected that some of the consultants they had would certainly want to see the committee report and give the Board their response to particularly relevant aspects of it. At the same time, they had the report from people with a good bit of expertise. He asked how they saw those two processes relating to each other.

Dr. Moone replied that this issue was discussed very thoroughly within the committee. The committee's sentiment was that there was a need for outside consultation. Fragmentation existed in many of the programs addressing the issue of minority students. For that reason, outsiders could take a more candid look at the system and the system could look at itself. It was their recommendation that should be done. The committee looked at school systems in other parts of the country, and they had a good handle on various kinds of consulting firms. They would like to advance some of those organizations. The committee itself would prefer to stay in an advisory role.

Dr. Shoenberg said that he sensed there was agreement with Mr. Goldensohn's suggestion. He did not know about the timing of the outside consultants. Dr. Pitt replied that he did not have the time frame for that yet. They had agreed to come back to the Board with recommendations on what the consultants would look at and the selection process. Dr. Shoenberg said he was going to suggest that the consultants look at this report. The discussion Mr. Goldensohn was suggesting might wait until staff could give the Board a thorough response to each of the recommendations. If they had the response of the people from outside, it might take a long time. Dr. Pitt thought they could do both. Dr. Shoenberg agreed, but he wondered about the timing. Dr. Pitt indicated that staff would try to respond to the committee, but it would take some time. He did not think they would have to wait until they got total feedback from the experts. Dr. Shoenberg suggested that they needed careful planning as to the timing and the order of events to keep this an orderly process. He did not want to wait a long time before they looked at this. Mr. Prouty asked that the Board be as open as is humanly possible in terms of the way this procedure took place. He pointed out that all wisdom did not reside within the advisory committee, and he suggested that the Board make an effort to involve and to consult with the entire community, particularly the minority community, as the process went along. Dr. Cronin said that he saw this as similar to the way in which the Commission on Excellence in Teaching conducted its activities. He would like to see the same openness and communication. He noted that any Board discussions would be public, and he would expect the committee to be present.

Mr. Ewing thought that this was an excellent report. The committee had made a whole series of recommendations that went to a great many areas of policy, budget, research, classroom practice, hiring, etc. He asked whether the committee was saying that the existing plan that

the school system had was by itself not adequate to meet the needs of minority students.

Dr. Moone replied that the report did not say that although there were implications that there were weaknesses in the way Priority 2 had been administered. They had taken the Board's charge and set up four subcommittees to address some very firm issues. The issues were researched very thoroughly to come up with some type of findings. He said there was a tremendous need for the improvement of Priority 2. This was something the consultant was going to have to look at because internally in the system they had had Priority 2 for several years. They were waiting now for the system to come forth with some evaluation of the programs that existed. A few weeks ago, the Board had received a report from all of the program managers. The committee had heard that 20 times, but they had not heard results or seen the evaluations of three years of study. They did know whether they were going backwards or forwards or standing still. They were not saying the plan was outmoded, but it was like a balloon with a tiny hole in it. It needed mending.

Dr. Bryant said he would question whether this was what they wanted and did they want to be adequate. If the answer was yes, yes they were adequate. However, he thought the mission of the advisory committee was to come up with recommendations that took MCPS beyond being just adequate.

Mr. Ewing thought that their present plans were utterly inadequate. He was delighted with their recommendations because he thought they said the same thing.

Mrs. Praisner thanked the committee for a very meaty and comprehensive report that offered a lot for the school system and the community to address and review. In regard to the section dealing with the need to improve retention of minority teachers, there was a reference to transferring teachers with difficulties to alternative settings in order to provide opportunities for their success. She asked what they meant by alternative settings. Mrs. Clarke replied that they were talking about removing that person from that setting and putting them in a more responsive situation in another school or in another office. These people were not able to resolve their problems where they were, and they needed to be moved to some other setting where someone could help them. Mrs. Praisner said that in other words they would not wait until the whole school year had gone by.

Dr. Moone stated that they had looked at their empirical data based on their interviews. They found teachers who were allowed to fail. The system did a dynamic job in recruiting good teachers. If they recruited good teachers, they should try to assure their success. In many schools the environment was not a wholesome one for a brand new teacher. They were saying that the environment must be conducive, and the principal in the school set the tone for that environment. The dynamics in that school setting should be embracing that teacher

to make him or her feel comfortable. He stated that the Board of Education had to have a tool to educate the community that it was good to have diversity in a teaching staff. According to their findings, in many instances the community was not receptive, and many of the principals would go along with the community. If the teacher was about to fail, that teacher had to be moved immediately to an environment to assure their success.

Mrs. Praisner noted that one recommendation dealt with a search of the literature on minority student education by DEA. She asked whether they were interested in specific elements of that because they had already looked at some of these issues. Mr. Gonzalez explained that the committee was composed of volunteers. They were saying that in addition to the outside consultants that had been discussed, the committee should have access to other consultants on an occasional basis on specific issues. They wanted to know what was going on in other parts of the country. They wanted to have some funding allocated to the committee so that they could use resources. In the next year they would be defining issues and would be better prepared to tell the Board they needed research in specific areas. Mrs. Praisner recalled that the Board had made some resources available to the Commission on Excellence in Teaching. She asked that the Board be invited if they did have consultants in.

Dr. Moone thanked the Board for the opportunity to bring the report to them. They would be coming back for additional resources for the next year's study. He expressed his appreciation for the work of Dr. Leila Engman and Phyllis Feldman who both did a lot of administrative and staff work.

Dr. Cronin commented that the report was both laudatory and critical. In past years such a report would have killed the committee, and he wanted to assure the committee of this Board's continued support. Dr. Scott remarked that that the committee's work spoke for itself. They had been very serious about the task, and he had tried to help them.

RESOLUTION NO. 453-89 Re: AMENDMENT TO BOARD AGENDA FOR  
JULY 24, 1989

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

RESOLVED, That the Board agenda for July 24, 1989, be amended by postponing the item on coordination with county government agencies.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner said she had had some conversations with people about community involvement in educational specifications. She suggested that staff work with MCCPTA to develop some kind of an information sheet that could be given to participants in the process.

In that way the community and the committee would know their roles when they worked with staff on a new school or an addition to a school.

2. Mrs. Praisner reported that staff had provided some information to her on Dr. Pitt's letter to the state on a board-on-board barrier on Route 29 in the median strip. She was not clear as to what a board-on-board fence looked like, and she asked if staff could give her some kind of illustration.

3. Mrs. Praisner said that Monday through Wednesday of this past week she had had the opportunity to participate in the first national forum for the National Board for Professional Teacher Standards. It was an excellent opportunity to review the recommendations and the status of the Board which hoped to have a process in place for national certification of teachers by 1993. They were working to raise the money to develop measures to assess and quantify those characteristics that they had identified. They had also identified some other educational issues related to the success of education in this country including the need to encourage minority participation and to encourage flexibility at the local school level. She thought that their booklet was rather interesting, and they would be conducting regional forums. She asked Mr. Fess if staff could contact the staff at the National Board and see about getting copies of the report for other Board members.

4. Mr. Goldensohn reported and he and Mrs. Hobbs had represented the Board at the ground-breaking for the up-county government center on Saturday. It was indicated that the building should be open during the spring of 1991.

5. Mr. Goldensohn called attention to an article that appeared in the GAZETTE about drug use in county schools. It was his personal opinion that the article was a little bit stretched because of the tendency of participants in an interview to overemphasize. That was not to say that he did not think there was a drug problem in the Montgomery County Public Schools because there was a drug problem in the United States, Maryland, and Montgomery County. He suggested that they make an effort to put the same pressure in their schools that the community was starting to put on turning in drug dealers, pushers, and distributors. There was an ad in the GAZETTE with a phone number and a reward for turning in a pusher. He hoped that the ad could be put in the newspapers at Gaithersburg Junior and Senior High Schools. He had also heard that Montgomery County Tomorrow was supposed to be publicizing a centralized process with a central phone number for drug tips. Crime Solvers had been a very successful program for adults, and this one was geared toward high school students to respond to. He hoped that all students in high schools could participate in this kind of a program.

6. Mr. Ewing stated that he continued to hear from people who told him in writing that they were turned down by principals when they applied for jobs and were told the reason they were turned was because they had too much education and too much experience. He had

received three letters in the last week or so and two phone calls. He continued to worry about the message going out to people. He would give the letters to Dr. Pitt to find out what was going on in those cases.

7. Mr. Ewing understood that the task force report on the seriously emotionally disturbed was complete and would be coming to the Board soon. It would be helpful if the Board could see this as soon as possible. Dr. Pitt reported that he had not seen the report yet.

8. Mr. Ewing noted that some time ago as a Board they had agreed to schedule a discussion of the formulas for allocation of resources in the budget, particularly those having to do with class size. It was pointed out that this item had been scheduled for the meeting of August 21.

9. Mrs. DiFonzo indicated that she would be bringing in materials from her visit to Upper Merion and would place them in the Board Office.

10. Dr. Pitt reported that he would not be at the next Board meeting. He would be out of town, and Dr. Vance would be the acting superintendent.

RESOLUTION NO. 454-89 Re: EXECUTIVE SESSION - AUGUST 8, 1989

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

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

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on August 8, 1989, at 6 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. 455-89 Re: MINUTES OF JUNE 13, 1989

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

RESOLVED, That the minutes of June 13, 1989, be approved.

RESOLUTION NO. 456-89 Re: MINUTES OF JUNE 26, 1989

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

RESOLVED, That the minutes of June 26, 1989, be approved.

RESOLUTION NO. 457-89 Re: MINUTES OF JULY 6, 1989

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

RESOLVED, That the minutes of July 6, 1989, be approved.

Re: PROPOSED RESOLUTION ON REQUEST FOR  
EMERGENCY FUNDS FOR NORTHWOOD

On June 26, 1989, Mrs. Hobbs moved and Mr. Ewing seconded the following:

RESOLVED, That emergency funds in an amount to be determined at our next meeting be requested by the superintendent and the Board to the county executive and the County Council for additional repairs and renovations at Northwood.

On July 11, 1989, Mrs. Hobbs expanded her motion to obtain the costs of window air-conditioning units or two ceiling fans for every room that was not air conditioned.

Re: A SUBSTITUTE MOTION BY DR. SHOENBERG ON  
CEILING FANS FOR NORTHWOOD

Dr. Shoenberg moved and Mr. Ewing seconded a substitute motion that the Board request the Council to provide the funds necessary to place ceiling fans in each classroom at Northwood at a cost of \$35,000.

RESOLUTION NO. 458-89 Re: AN AMENDMENT TO THE PROPOSED RESOLUTION  
ON NORTHWOOD

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

RESOLVED, That the proposed resolution on Northwood be amended by the addition of the following Resolved clause:

RESOLVED, That during this next year, if the fans were provided, the Board receive an evaluation of the use of ceiling fans in a

secondary school and that evaluation include the problems and positive and negative elements of using ceiling fans.

RESOLUTION NO. 459-89 Re: CEILING FANS FOR NORTHWOOD

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

RESOLVED, That the Board of Education request the County Council to provide the funds necessary to place ceiling fans in each classroom at Northwood at a cost of \$35,000; and be it further

RESOLVED, That during this next year, if the fans were provided, the Board receive an evaluation of the use of ceiling fans in a secondary school and that evaluation include the problems and positive and negative elements of using ceiling fans.

Re: NEW BUSINESS

Mrs. DiFonzo moved and Dr. Shoenberg seconded the following:

RESOLVED, That the superintendent be directed to develop an orderly process for the placement of ceiling fans in all MCPS classrooms which are not air conditioned or in those classrooms in which air conditioning is inadequate; and be it further

RESOLVED, That the Board of Education continue working to win County Council funding in the CIP to include air conditioning in new, renovated, and modernized schools.

RESOLUTION NO. 460-89 Re: BOE APPEAL NO. 1989-10

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

RESOLVED, That the Board adopt its Decision and Order in BOE Appeal No. 1989-10.

RESOLUTION NO. 461-89 Re: BOE APPEAL NO. 1989-14

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

RESOLVED, That the Board adopt its Decision and Order in BOE Appeal No. 1989-14.

RESOLUTION NO. 462-89 Re: BOE APPEAL NO. 1989-16

On motion of Dr. Shoenberg seconded by Mr. Goldensohn, the following

resolution was adopted with Mr. Goldensohn, Mrs. Hobbs, Ms. Serino, and Dr. Shoenberg voting in the affirmative; Dr. Cronin, Mrs. DiFonzo, Mr. Ewing, and Mrs. Praisner voting in the negative#:

RESOLVED, That BOE Appeal No. 1989-16, be dismissed.

RESOLUTION NO. 463-89 Re: BOE APPEAL NO. 1989-17

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

RESOLVED, That BOE Appeal No. 1989-17, be dismissed.

RESOLUTION NO. 464-89 Re: BOE APPEAL NO. 1989-19

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

RESOLVED, That BOE Appeal No. 1989-19, be dismissed.

RESOLUTION NO. 465-89 Re: BOE APPEAL NO. 1989-18

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

RESOLVED, That the Board of Education, while retaining jurisdiction, remands BOE Appeal No. 1989-18, to the superintendent.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Construction Progress Report
2. Recommendation for Approval of Revised Objectives and Titles for Ancient History and Medieval History (for future consideration)
3. Recommendation for Approval of Curriculum Revisions for Psychology 1 (for future consideration)
4. Recommended Approval of Vocational Courses for the Work Oriented Curriculum Program (for future consideration)

Re: ADJOURNMENT

The president adjourned the meeting at 12:15 a.m.

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PRESIDENT  
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HP:mlw

SECRETARY