

APPROVED
34-1989

Rockville, Maryland
October 10, 1989

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, October 10, 1989, at 10 a.m.

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

Absent: None

Others Present: Dr. Harry Pitt, Superintendent of Schools
Dr. Paul L. Vance, Deputy Superintendent
Mr. Thomas S. Fess, Parliamentarian

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

Re: ANNOUNCEMENT

Dr. Cronin noted that this was the first time the Board meeting was being televised on cable television. Mr. Goldensohn was absent but expected to join the meeting at noontime.

RESOLUTION NO. 584-89 Re: BOARD AGENDA - OCTOBER 10, 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 agenda for October 10, 1989, be approved.

RESOLUTION NO. 585-89 Re: MONTGOMERY COUNTY COMMUNITY SERVICE DAY

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

WHEREAS, The students enrolled in the Montgomery County Public Schools have a long tradition of involvement in service to school and community; and

WHEREAS, On October 21, 1989, Montgomery County will be observing the third annual Community Service Day; and

WHEREAS, MCPS students and staff have participated in prior Community

Service Days and will be participating on October 21; and

WHEREAS, Students and staff have made valuable contributions to their schools and to the social and physical environment of their county; now therefore be it

RESOLVED, That the members of the Board of Education and the superintendent of schools recognize and praise students and staff for their continuing support of Community Service Day; and be it further

RESOLVED, That the Board of Education and the superintendent encourage all students and staff to reaffirm their involvement with their communities throughout the year; and be it further

RESOLVED, That the Board of Education and the superintendent of schools hereby declare October 21, 1989, as Community Service Day in the Montgomery County Public Schools.

RESOLUTION NO. 586-89 Re: RECOGNITION OF MCPS EMPLOYEES FOR EFFORTS DURING STORM EMERGENCY

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

WHEREAS, The severe storm that hit Montgomery County in June caused extensive damage to certain areas, eliminated electrical power, impeded the flow of traffic and created significant needs among many of our citizens; and

WHEREAS, Many Montgomery County public schools were affected by the storm, lost electric power, suffered downed trees, were unable to open or to make use of normal bus transportation routes; and

WHEREAS, A large number of MCPS staff gave extra time and effort to clear debris away from buildings and school roads, to restore power, repair damage, and secure facilities in order to insure the safety of students and staff; and

WHEREAS, Because of the work done by MCPS staff above and beyond the call of duty, instructional programs in the affected schools resumed as quickly as possible, local communities were assisted in recovering from the storm's damage, and students and staff were able to return to safe and secure facilities; now therefore be it

RESOLVED, That the Board of Education recognize the extraordinary efforts made by MCPS staff during the storm emergency and award these individuals certificates of Special Commendation in gratitude for restoring a safe and secure environment at the affected schools.

RESOLUTION NO. 587-89 Re: 1989 MONTGOMERY COUNTY EMPLOYEES' CHARITY APPEAL

On recommendation of the superintendent and on motion of Mrs.

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

WHEREAS, The employees of Montgomery County Public Schools have traditionally been concerned about their community and have actively worked to improve the quality of life for all residents; and

WHEREAS, The Montgomery County Employees' Charity Appeal embodies the concept of private giving to help fellow community members who are in need; now therefore be it

RESOLVED, That the Board of Education of Montgomery County does hereby proclaim October 10 to November 17, 1989, as the Employees' Charity Appeal Campaign and urges all MCPS employees to support this most worthy effort of neighbor helping neighbor through generous contributions to the charity appeal.

Re: COMMUNITY-BASED EDUCATION, BUSINESS
EDUCATION, AND HOME ECONOMICS PROGRAMS

Mrs. Katheryn Gemberling, associate superintendent for instruction and program development, announced that there would be three presentations. She introduced Dr. Ted Rybka, director of the Department of Career and Vocational Education. They would like to go through the three presentations and then take the questions all at once. Dr. Rybka said they were pleased to be with the Board again to speak about their remaining programs.

Ms. Ann Frantz, acting coordinator for community-based programs, reported that she had placed at each member's seat a folder containing specific information about their programs. The folder contained a PROGRAM OF STUDIES, brochures, program locations, and the results of a recent survey of medical careers graduates. Community-based programs included the high school fire service cadet program, medical careers, marketing education/hotel travel, cooperative work experience, and work-oriented curriculum. Each of these programs provided classroom study along with training and career exploration through collaboration and formal agreements and training plans with various private and public enterprises.

Ms. Frantz reported that the first program was the high school fire service cadet program. It had two components, the fire cadet program and the medical emergency/medical technician program. Each of these programs upon successful completion led to nationally recognized certification for its graduates. The programs were offered through a cooperative arrangement with the Montgomery County Fire and Rescue Commission, individual fire and rescue organizations, and the Department of Fire and Rescue Services. Several cadets demonstrated some of the skills that they had learned through the program. Mr. William Snow, one of last year's cadets and presently enrolled in the fire science program at Montgomery College, donned the running gear

and breathing apparatus in preparation for response to an emergency situation. Cadet Terri Speight and EMT student Robert Ward demonstrated patient assessment which would take place at the scene of an accident. Ms. Speight, a senior at Magruder High School, planned to pursue a career as a shock trauma nurse.

Chief Donald Flinn, Fire and Rescue Commission, explained that in Montgomery County they had a combination system of both career employees and volunteers. The high school cadet program contributed to both factors of career opportunity and volunteer service. The county took over the employment of career fire fighters in January, 1988. There had been a total of 194 hires since that time. Of the 194, 13 were high school cadets. The young people hired earned a starting salary of \$21,906. The training in the cadet program was identical to that received by all their recruits, but it was stretched out over a semester. They had done a survey on students in the cadet program, and from 1982 to 1989, 32 were hired as career employees out of 174 in the program. In addition to those, 72 became volunteer members of fire departments. The program was working very well because of the cooperation of the various agencies.

Ms. Frantz reported that they had tremendous parental support for the cadet program. She introduced Mrs. Coleman, the parent of a graduate of the fire service cadet program. Tony Coleman was now attending Montgomery College in the fire science program and was working toward full-time employment in Fire and Rescue Services as soon as he turned 18. Mrs. Coleman commented that Tony had wanted to be a fire fighter since he was two years old. Once he had realized that he could reach this goal, his grades improved. At present he was attending two classes at the Training Academy plus classes at Montgomery College. He had been a volunteer at Sandy Spring since April, 1988. He had been named Junior Volunteer for 1988. He was now certified as Fire Fighter I and II and EMT.

Ms. Frantz said that their next program was medical careers. Students had a semester of classroom instruction in preparation for their internship at a local health care facility. They interned at Shady Grove Hospital, Walter Reed, the Naval Hospital, and Montgomery General. She introduced Mrs. Lorraine Fassett of Watkins Mill High School. Mrs. Fassett had been nominated as one of their outstanding vocational educators. Ms. Frantz reported that all their medical careers teachers had dual certification as an MCPS teacher and as a registered nurse.

Mrs. Fassett stated that during the ten years she had been teaching the medical careers program she had seen students from as many as four schools in one class start in September unsure and uncertain about what they were going to do with their future lives. During the semester of classroom instruction, activities, and speakers followed by a semester of observation and hands-on activities with a variety of health care professionals at Shady Grove Hospital, she had seen those students grow in self confidence and maturity. They had learned how to interact with all kinds of people in many different situations, some of those life and death. In every situation she had

been very proud of her students and how they had handled themselves. In addition, students had learned about their bodies and preventative health measures. Most of them had been helped to make decisions about their future lives and careers. Some decided to go with their original career goals, some had changed to another health care field, and some had changed their minds completely. In her mind each one of the students had been helped to get a firmer and a more realistic idea about their career goals.

Ms. Gloria Vo, a second year medical career student at Edison Career Center, said that she attended Albert Einstein High School. Since last year she had been involved with Edison Career Center. She had found out about this program through her counselor when he discovered she wanted to pursue a career in the medical field. During the first semester at Edison she had learned about all the systems of the human body and basic health care procedures such as CPR and first aid. She also participated in the Health Occupation Students of America, a national club promoting leadership and community involvement. During the second semester, she was in an internship at Walter Reed Army Medical Center. By the end of her first year in this program, she had made up her mind to be a nurse. She was now in her second year and working in a public health clinic in Wheaton.

Ms. Frantz said that the next program was marketing education and hotel travel. The first included retailing, economics, and marketing education. Hotel travel was a specialized marketing program that introduced students to the hospitality, travel, and leisure industries. She introduced Mr. Robert Lane, vice president of Marriott Hotels and Resorts. He had worked with the hotel travel program at Edison as well as the culinary arts program at Edison. Marriott was currently conducting seminars at Gaithersburg High School's hotel travel program.

Mr. Lane reported that today was the start of his 30th year with Marriott and one of the best things to come his way was the opportunity to work with young people. He had enjoyed the three years he had worked with Edison Career Center. The major point he wanted to emphasize was how much pride and self-worth the young people felt as a result of being in this business. He had met his ideal teacher several years ago at Paint Branch High School, Ms. Joanna Doggett, who had told him that they took young people with problems and attention deficits and turned them into positive individuals. Since then they had been fortunate enough to expand their program because they were moving towards a service economy in the United States. A mother had told him the program had been the best thing to happen to her daughter. As he recruited at colleges, he found that people with the head start were the ones who had experience in high school. He said that as a 19-year resident he was a lifelong advocate of the public school system.

Ms. Caroline Hubbard was a senior at Gaithersburg High School and was in the marketing program last year and in the hotel travel program this year. She was the current Maryland State DECA president. Ms. Hubbard expressed her gratitude to the Board of Education for

providing her the opportunity to participate in marketing education. This year she was an intern at the Gaithersburg Marriott Hotel. DECA and marketing education had given her many opportunities. After high school, she planned to attend Clemson University as a business administration major.

Ms. Frantz stated that the next presentation was on cooperative work experience and the work-oriented curriculum. She introduced Ms. Jennifer Atherton, a former CWE student and a current supervisor of students at the Department of Defense Harry Diamond Laboratories. Ms. Atherton said that she had been a student in the cooperative work experience program at Paint Branch High School in 1987-88. The CWE program contributed to her obtaining her position with the Department of the Army. At HDL she began at the entry level position of vocational office trainee. Now she was a division secretary and supervised and trained students on CWE programs. Through CWE, high school students were given the opportunity to obtain experience not available through normal afterschool jobs. In CWE she had learned various computer applications through on-the-job training and training through government vendors. Her job helped with financial benefits for college and health insurance, life insurance, and job security. Her work schedule gave her an extra day to go to school.

Ms. Geraldine Kavanagh, WOC teacher, explained that the WOC program provided a setting for at-risk students in which these students were able to combine a structured work experience in the community with the instructional program in high school. Students enrolled in WOC had demonstrated a potential to fail and a lack of motivation to succeed in school. These students experienced difficulty in their relationships with family, with peers, and with authority figures. The WOC program provided an opportunity for these students to see how the in-school program and the work experience in the community related to and supported each other. Success in one of these areas created success for the student in the other. A majority of the WOC teachers had been with the program for more than ten years. The teachers were caring and committed and provided a model for reasonable problem-solving behavior when students faced difficulty in school and at work. The value of WOC could be measured by the high numbers of these at-risk students who graduate from high school and were able to keep employment. Many completed technical schools or college.

Ms. Frantz thanked each of the presenters for being with them.

Ms. Nancy Sanchez, business education coordinator, noted that Board members had a folder containing a listing of business courses. Intensive training was offered in office skills as well as basic skills in the world of business. College credit was available for courses in shorthand, typewriting, and data processing. These credits would be at Montgomery College. The folder also contained a list of proposed changes in the curriculum to keep pace with technological changes taking place in the business world. There was a list of suggested program patterns. Ms. Sanchez suggested that, for example, any student would benefit from a course in keyboarding.

College-bound students would also benefit from the notehand class they offered. The folder contained flyers on business education, word processing, and data processing as well as a packet of materials created by students at Gaithersburg High School.

Ms. Sanchez reported on the growing use of computers in business education. With technological innovation and the information intensive economy, employers were requesting changes in the basic work skills. Business education had tried to be responsive to that need. This year they had revised the curriculum at Edison to change word processing into a program called information systems management. She welcomed Kelly Anastasi and Sylveta Brown, students at Edison. Ms. Anastasi stated that last year at Edison she had studied word processing. This year she was studying information systems management which included work on personal computers and desk-top publishing. At Edison they worked in an office environment, and their teacher insisted that students regard themselves as employees in a professional office. Ms. Brown said that if they had a problem when they were working, they were to consult reference manuals first and then another student. If that student was busy, the student went on to another project to maximize the company's time. The next resource was the office manager, a rotating position for students. Finally they could ask their teacher for help. The teacher and the guest speakers had taught them that this was one good way of problem solving in the business world. Once a week they had a business dress day and everyone dressed in a manner acceptable in the business world. Ms. Brown felt that Edison prepared them for the real business world. Ms. Sanchez added that emphasis in this program was on the "soft" skills because employers had told Edison that if students knew professional behavior, good human relations, and cooperative skills the employer could train students in business applications.

Ms. Sanchez stated that students planning to work following high school graduation or planning to major in business in college would benefit from courses such as money and banking, business management, and accounting. She introduced Mr. Donald Gakenheimer, 1988 Springbrook graduate and student at the University of Maryland. At Springbrook he had been named the outstanding business education student in Montgomery County and had received a scholarship. Now he was the outstanding member of the Association of Collegiate Entrepreneurs and vice president of ACE.

Mr. Gakenheimer remarked that he was currently manager of the House of Cards shop in Wheaton. When he had joined that company five years ago, he had no career plans. Two years later he started to take business courses at Springbrook. He had studied money and banking, accounting 1 and 2, business law, typing, business management, and several computer courses. Using those skills he helped build the company with a gross sales of \$500 a week to one grossing \$20,000 a week. They were one of the top ten baseball card companies in the country. He had trained 14 of the current 16 employees at the store using management techniques he had learned in high school. Now ACE at the University of Maryland was the sole marketer of the ATT

Investment Challenge which was a college game of investment banking. They earned that right because they presented a good proposal. He had talked to former business students who had graduated from MCPS and were now enrolled at Maryland in a variety of majors. They all felt that the business program helped them to budget their money and how to rely on themselves financially.

Ms. Sanchez commented that a lot of students wanted practical work experience in an office situation. Business students could choose to take the cooperative office education course. Students worked one half of the day in a carefully selected work site and were visited regularly by the teacher coordinator. Crucial to the success of the program were on-site supervisors in the business community. She introduced Ms. Cindy Halpert, cadre group manager at the Internal Revenue Service office in Wheaton.

Ms. Halpert explained that she had been with IRS for eight years and had started as a coop student from Benjamin Franklin University. During the last three years she and Mr. Ray Mitten worked with nine high school students, six from Sherwood and three from Wheaton through the Edison Center. Students were able to exercise first hand some of the office skills learned in the classroom. Students had actually participated in income tax examinations. Last year they had hired a large number of revenue agents, and students helped by answering calls from applicants and processing applications. The co-op students were trained to access the computer system and update return information at the Philadelphia service center. They also answered telephone inquiries. Most clients were upset, and the students had to demonstrate some personal skills in calming people. Last year at Sherwood she and Mr. Mitten had given presentations to accounting classes and talked to students about the importance of continuing their education, helped them with their tax returns and filling out the forms if they wanted to apply for a full-time government position. They also administered the civil service examination and a typing test.

Ms. Sanchez thanked the participants for their comments.

Ms. Mary Swanson, coordinator of home economics, stated that they had occupational programs and consumer homemaking programs. They had chosen to speak about consumer homemaking programs, one in the senior high school and one in the mid-level school. She felt that they had a good program. Enrollment was good, professionalism was good, and morale was good. She indicated that their new mid-level pilot was in the spirit of the state task force and the Montgomery County task force. She introduced Mrs. Phyllis Lamiman, National Home Economics Teacher of the Year.

Mrs. Lamiman thanked Dr. Pitt and the members of the Board for the commendation they had given her. As she travelled across the country, she was asked what was home economics and what did it do for students. Home economics helped today's students who would be tomorrow's families face the critical issues of society. They had child development courses for parenting, choice of day care,

understanding about divorce, single parenting, the dual role of working and being a parent, etc. They also looked at aging in the "Closing the Gap" program. This was a good example of how the Board worked cooperatively with other agencies in the county. People in Career and Vocational Education had hooked up with Interages to produce this program that won a national award. Aging was a critical issue facing the United States. They also studied suicide, death and dying, and anorexia.

Mrs. Lamiman commented that they had students from National Merit Semifinalists to severely and profoundly handicapped children. Her classes at Whitman were 30 students and over. Home economics offered courses in family life, parenthood, nutrition and food, child development, consumer education, home and resource management, clothing and textiles, and housing and interior design. She said that home economics really helped students to make connections with other parts of the curriculum. Students could use mathematics, computers, science, English, sociology, and psychology in their home economics classes. The Board's Priority 4 talked about exercising independent learning, being responsible citizens, and effective group members, and these were all emphasized in home economics. She introduced Ms. Kathy Carey, who received the 1989 MSDE nutrition award and was a teacher at Walter Johnson High School. She taught a special program called "Food and Fitness" which was a team-taught course.

Ms. Carey introduced Matt Perry and John Spagur, students in the food and fitness course. She welcome Ms. Ginny Levin from the George Washington University Lipid Research Clinic. Ms. Carey said they had to give students practical information so that they could take care of themselves. In the course they dealt with diet and exercise and tried to give students choices. Students did an individual nutrition assessment to see what they were taking in and how good it was for them. At the same time they would be doing a fitness profile. The teachers used the U.S. dietary guidelines as their text. For example, they discussed the problems associated with too much fat in the diet. Students planned, shopped for, and prepared foods to try and reduce fat. In the fitness part, students would incorporate an aerobic program into their own exercise program. Students planned their own healthy diet and healthy and safe exercise program.

Mr. Spagur said he would speak about the fitness component. At the beginning of the class each student filled out a personal fitness profile which included age, height, weight, blood pressure, resting and active pulse rates, flexibility, and body measurements. At the end of the semester they filled out a second evaluation to see how far they had gone in their course. This part of the course contained information on cardiovascular fitness, muscular strength, muscular endurance, flexibility, and the percent of body fat. One part of the program for aerobic exercise was called "Walking Across Maryland." For every 15 minutes of exercise they moved a pin on a map of Maryland to indicate distance travelled. He reported that the course made students feel good about their bodies and good about themselves.

Mr. Perry said at the beginning of the class each member listed what they had eaten in a typical day using a computer. The end result was a dietary analysis which included percentages of calories, fat, proteins, etc. and sodium, calorie, and cholesterol intake. The printout included vitamins and the daily allowance. They compared their analyses to the U.S. recommended daily allowance. At the end of the course they would assess their dietary guidelines and eating habits.

Ms. Carey explained that in addition to the nutritional and physical assessments they invited the school nurse in to talk about blood pressure and pulse. She took the blood pressure and pulse of the students. In the last two years they had been doing this they had found students with elevated levels.

Ms. Levin reported that heart disease was the leading cause of death in the United States, but many risk factors could be modified. The George Washington University Lipid Clinic had been going out into the community and screening for cholesterol, which was a lipid.

Cholesterol was a major risk factor for coronary disease. A new technology allowed the screening to be done with a finger stick desk-top analyzer. The screening identified individuals who needed further testing. N.I.H. recommended that all adults know their cholesterol values. Guidelines for children were expected in 1990. They knew that cholesterol values tracked well from childhood into adulthood. N.I.H. had also produced dietary guidelines for fat and cholesterol, and these were important for people who had been identified with elevated levels. Her work reinforced the objectives of the food and fitness course. Students had become specialists in their own cardiovascular health. In addition, it was possible to participate in public health screening to see how N.I.H. could issue guidelines and find out how these could be implemented by diet and activity.

Ms. Melanie Kozlowski, teacher specialist in career and vocational education, explained that her group would present the mid-level home economics program. At the mid-level they gave students an opportunity to sample all of the courses. She introduced Mrs. Susie Boyle, a teacher at Wood Middle School. Mrs. Boyle stated that their daily goal was to prepare students for life, to give them the skills and the opportunity to practice those skills that would equip them to be responsible and successful citizens. She commented that no parent intentionally raised a child to be maladjusted. Most parents did instill a set of beliefs and values that would serve their children well. With single parent families and dual income, many aspects of adulthood taught through the family could no longer be taken for granted. For example, telling students to "just say no" was too simplistic, they must arm them with strategies to help them enforce that "no." Nancy Dellastatious, Lisa Kemper, and Kevin Moy demonstrated a lesson in assertive strategy.

Ms. Vickie Weiland, teacher at Frost Intermediate, commented that students were faced with a number of pressures and responsibilities

that put them at risk. It was the responsibility of the parents to teach students what to believe, but the school was teaching students how to stick to those beliefs. Home economics was the medium for teaching skills for living. They taught students how to be organized, how to follow directions, how to take responsibility for their actions, how to be a team player, and most importantly how to feel good about themselves. If students didn't have any self respect, they did not know how to say no to everyday situations. Assertiveness skills were taught in child development, clothing and textiles, consumer and resource management, food and nutrition, housing and interior design, parenting, and personal and family living.

Ms. Alma Wiggins, home economics teacher at Quince Orchard High School, reported that in their packets Board members had a list of selected schools and teachers inviting the Board members to come and see what they were doing. What was presented today was just the tip of the iceberg. Ms. Swanson thanked the participants and members of the Board.

Dr. Shoenberg remarked that they had a number of students speak to them about community-based education and business education. Some were going to college and some were not, but they were success stories. He was interested in two kinds of students who were not represented there. One was the student who while having the opportunity to take advantage of the career-related program, ended up in the work opportunities program or left school and went into the work force. He wondered what could be done to attract that student. The other student was the student who had expectations of going on to a highly competitive college with highly competitive admissions and the opportunity that student might have to explore careers.

Dr. Rybka said that for students at-risk they did seek out these students to enroll in their programs through extensive recruitment efforts. WOC was directly geared to those students who had been identified as needing assistance. They did enroll academically disadvantaged and handicapped students in the regular vocational program. Vocational support teams provided additional assistance to those students. In regard to other students who were not enrolling, they had an extensive recruitment effort. They worked with the counselors and tried to keep them informed as well as the career information assistants.

Dr. Shoenberg asked about parental efforts. Mrs. Gemberling replied that a major change had been made in their career information booklet for students and parents to emphasize careers as well as college. Dr. Shoenberg inquired about using students to recruit other students, and Mrs. Gemberling replied that this was as individualistic as the schools themselves. When she had been principal of Kennedy High School, her school had done some recruitment by students for the business management course. The same thing had happened with the Edison Center when they used students, the enrollment there doubled from Kennedy.

Mrs. Fassett reported that last year she had gone into 53 science classes in Area 3 and took successful students with her. When she had visited, she addressed the fact that there were all kinds of careers out there and all kinds of students. In regard to the highly competitive student, she was getting more and more students who were interested in going into medicine.

Mrs. Praisner commented that the brochures were attractive, but she wondered where they were used and if they had feedback on the placement of them or the style of them as desk-top publishing became readily available. She asked if they were evaluating what they were saying and where they were saying it. She asked if they had done anything in multiple languages. Dr. Rybka replied that the brochure was brand new. It had not been distributed at all. In regard to evaluation, they had looked at the materials distributed by the Edison Career Center and had made total revisions in them in the wording and the message they were conveying. He did not know which strategy had produced the increase in enrollment at Edison. In addition, they had a vocational education brochure done in Spanish and Vietnamese. This was distributed to eighth grade students. Mr. Ewing said a comment had been made that they did not tell students what to believe. He thought that was not so, and he was glad it wasn't so. He did not think they ought to fill the minds of students with a set of preformed beliefs, but it was important to recognize that they were engaged in the teaching of values. The material on life styles was very strongly value related. He asked to what extent they acknowledged to parents and students that, in fact, they were teaching values. Dr. Pitt replied that they did teach values. The teacher's comment had to do more with basic family beliefs that people had. However, they did not teach religion or how to feel about certain political issues. They did teach it was unhealthy to use drugs. They talked about how to deal with stress, for example. They should try to explain what kinds of basic values they were trying to teach.

Mrs. Hobbs thanked Dr. Rybka for his presentation this morning. Dr. Cronin requested copies of the articulation agreements with Montgomery College. He asked for an explanation of where they were in negotiating further agreements and when they could expect to see those. He asked about other possible areas of articulation with the College. He requested an analysis of the number of men and women particularly in the Edison Career Center in particular fields. He asked whether enrollment was balanced and whether they were increasing in areas where they were non-traditionally male or female. Dr. Pitt and Dr. Cronin thanked staff for their presentation.

Re: PRESENTATION ON INTERAGES

Dr. Cronin welcomed Mr. Austin Heyman, director of Interages. He commented that during the previous presentation reference had been made to the fact that some of the MCPS programs worked closely with Interages.

Mr. Heyman introduced Susan Chandler, their former program coordinator; Margaret Cutler, the president of his board of directors; Sally Marchessault, MCPS coordinator of volunteers; Bennett Connelly, Department of Family Resources; Sharon Freedman, project coordinator; Diane Eberline, Grandcare director; Mike Michaelson, Intergenerational Committee; and Vicki Rafel, member of his board of directors. He showed a videotape on Interages.

Mr. Heyman stated that the Board was familiar with the operations of Interages; therefore, he would like to focus on their goals in terms of MCPS and the entire Montgomery County community. Last time he had met with the Board, he had discussed three goals. The first was to broaden the participation and interest of older adults in public schools and youth. The second was to erase stereotypes on aging in youth and to develop a positive view. The third was to encourage community service by youth towards and with older adults.

Mr. Heyman explained that they had tried to achieve the first goal through outreach efforts including newsletters and workshops. They continued to have excellent press coverage. During the past year they had met with MCPS principals and PTA presidents at area-wide meetings. Their May 2 meeting focused on intergenerational programs in and with schools, and parents, students, principals, teachers, and Board members attended along with some representatives of private schools.

Mr. Heyman stated that one program was SAVIE in cooperation with the MCPS Office of Volunteer Services. SAVIE had been very successful in increasing the number of older volunteers in the schools, and 148 adults had gone through SAVIE training during the past two years. There was an increased awareness in the community of the benefits of cross-age relationships. In the past year they had worked with over 20 schools and provided technical assistance to the school and the PTA. They had also worked with several private schools including Landon, Stoneridge, and Newport. In addition, they had received requests for information from places as far away as Australia.

Mr. Heyman commented that The Family, the Courts, and the Constitution Project would be replicated this year at Wootton with law teacher Bob Gecan's classroom; however, this year the PTA would coordinate the project with the support of Interages. They also assisted the ESOL office in a pilot effort to utilize older adults as family advocates for immigrant families including those with special needs.

Their second goal had been advanced with the major expansion of Closing the Gap to six high schools with the support of the Gannett Foundation. This project was developed in 1986 and had reached 335 students, 90 senior adults, and 10 teachers. Mr. Heyman felt that the project would not have succeeded without the cooperation of the administrators in Rockville. In the future, the Department of Career and Vocational Education would handle this program with the help of Interages. Interages was in the process of completing a replication guide on this project to enable other teachers and program

coordinators to implement this program without the direct involvement of Interages.

The third goal involved Tony Deliberti and the Gaithersburg Key Club in Person-to-Person with students visiting a senior adults residence for five months on a weekly basis. A guide had also been developed for the replication of this project. Tony Deliberti would be joining Interages in a presentation to be made later this fall to the staffs of nursing homes.

Mr. Heyman reported that the Department of Family Resources had an outside contractor evaluate Interages in preparation for the new issuance of RIPs for the new contract signed last summer. The evaluator had concluded that they had done an excellent job of laying the foundation for a countywide, longer-term intergenerational program. The contractor had found that both student and senior participants were enthusiastic about their experiences with the group discussion projects. The teachers were positive about the activities and anxious that they would continue.

If Mr. Heyman were to cite one major constraint, it would be their inability to respond as fully or to move as rapidly in developing programs in relation to requests. He had a few dreams for the future. One was that all elementary schools open their doors for a grandparents day as was done at Forest Knolls last year. He would like to see all high schools invite neighboring nursing homes and senior apartment residents to a Thanksgiving Dinner as Walter Johnson and Gaithersburg had done, or to a senior prom as Quince Orchard had done, or to a drama production as Einstein and Richard Montgomery had done. These provided meaningful occasions for the older neighbors and citizens. He would also like to be sure that teachers were sensitive to the needs to prepare youth for long life through appropriate aging education. In addition, they hoped to develop a project during the coming year with at-risk youth. He said they could not function without the strong commitment and very generous support of time, funds, and wise counsel of the officers and board of Interages.

Dr. Cronin asked whether the Board of Education or the school system had areas they should address or help with. He wondered whether it was simply a question of having started it, they now had to see how far they could go with it with the resources that already existed. Mr. Heyman thought it was the latter. They had had excellent cooperation from the school system. Their main difficulty was time to respond to the requests from schools for help. For this reason, they were developing packages of materials to shortcut conversations. Ms. Chandler added that every time they had a workshop with an attendance of 200 people this generated interest which required their response.

Dr. Cronin suggested that there might be some help that could be forthcoming in the areas of wordprocessing and computers from business students in the high schools. He thanked Mr. Heyman for the

efforts he had put into the program.

Dr. Shoenberg wondered if more schools could invite seniors to their dramatic presentations. Very frequently he and his wife had attended high school shows, and there were vacant seats. Dr. Pitt said it was probably a matter of transportation, but he would ask Mr. Pioli to see what could be done. Mr. Heyman thought this was already beginning to happen. It did provide an opportunity to get older adults back into a high school building so that they might think about participating in programs there. Mrs. Praisner said it was easy for schools to extend an invitation, but there was a problem of transportation and access to auditoriums. Mr. Heyman noted that Mrs. Praisner had identified a problem and a constraint to a lot of

things, and that was transportation. They had to be careful about physical access to the building as well.

Mr. Ewing noted that Mr. Heyman had spoken earlier about the need to be able to respond to requests for assistance from schools which required some amount of staff time as well as other kinds of resources. He knew Mr. Heyman had been very successful in getting grant funds. He hoped that as he considered his needs for the coming year that Mr. Heyman would let the Board and the county government know if there was a need to invest additional public monies in the program. Mr. Heyman replied that he had already indicated to the appropriate officials what he thought the needs were.

Dr. Cronin told Mr. Heyman that he hoped his appearance before the Board would not be just a once-a-year occurrence. If he needed the assistance of the Board, Mr. Heyman should write or call. Dr. Pitt added that Interages was an outstanding program, and he commended Mr. Heyman and his staff.

Re: EXECUTIVE SESSION

The Board met in executive session from 12:20 to 1:40 p.m. to discuss personnel and legal issues. *Mr. Goldensohn joined the meeting at this point.

RESOLUTION NO. 588-89 Re: PROCUREMENT CONTRACTS OVER \$25,000

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

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:

19-89 Custodial Equipment - Extension

	AWARDEES	
	Airchem/Capital Supply, Inc.	\$ 6,313
	The Baer Group, Inc.	14,824
	W. W. Grainger	492
	INDCO, Inc. (Independence Chemical)	5,592
	Maryland Products Company, Inc.	12,592*

	TOTAL	\$ 39,813
38-89	Automotive Batteries - Extension	
	AWARDEE	
	E. J. Payne, Inc.	\$ 35,000
8-90	Woodwind and Brass Instrument Repairs	
	AWARDEE	
	L & L Musical Instrument Repair	\$ 32,094
30-90	Midsize Four Door Sedans	
	AWARDEES	
	JKJ Chevrolet, Inc.	\$ 21,910
	Sport Chevrolet Company, Inc.	8,905

	TOTAL	\$ 30,815
	TOTAL OVER \$25,000	\$137,722

* Denotes MFD vendors

RESOLUTION NO. 589-89 Re: CHANGE ORDERS OVER \$25,000

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Dr. Shoenberg, 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 proposals 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: Brooke Grove Elementary School
Water/sewer service

Description: This item is for utility and site work necessary to connect the school to the WSSC water and sewer extension.

Contractor: Dustin Construction, Inc.

Amount: \$62,925

ACTIVITY 2

Project: Brooke Grove Elementary School
Day care

Description: This item is for the site work, paving,

utilities, and foundations for the day care facility. The funds for this work will be provided by the Montgomery County Department of Family Resources

Contractor: Dustin Construction, Inc.
Amount: \$40,733

ACTIVITY 3

Project: Montgomery Knolls Elementary School
Kitchen equipment

(cooking and serving line equipment)
Description: This item is to purchase and install kitchen equipment. Last year staff made arrangements with certain vendors to purchase food service equipment for new schools directly from the manufacturer. This plan was developed to reduce cost and expedite equipment deliveries. Subsequent to their initial agreement, the vendors reversed their position and informed us that we would have to revert to the old method of procuring food service equipment through distributors. The change in the vendors' original agreement to sell to use directly was primarily a result of contractual arrangements that vendors had with distributors that were initially overlooked.

Contractor: Dustin Construction, Inc.
Amount: \$37,500

ACTIVITY 4

Project: Monocacy Elementary School
Kitchen equipment
(cooking, serving line, and refrigerator/freezers)

Description: Furnish and install kitchen equipment

Contractor: Dustin Construction, Inc.
Amount: \$62,640

ACTIVITY 5

Project: Northwood High School
Modifications to industrial arts classrooms

Description: This item is for modifications to the auto shops to convert space to relocate the refugee program from Takoma Park ES Annex and Central Records storage from Cloverly ES. This work is for modifications to the mechanical/electrical systems and general alterations to the interior space.

Contractor: Henley Construction Co., Inc.

Amount: \$60,586

RESOLUTION NO. 590-89 Re: REROOFING - WHEATON WOODS ELEMENTARY SCHOOL

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

WHEREAS, The following sealed bids were received on September 28, 1989, for the reroofing of Wheaton Woods Elementary School:

BIDDER	BASE BID
1. R. D. Bean, Inc.	\$265,200
2. J. E. Wood & Sons Co., Inc.	350,300
3. Orndorff & Spaid, Inc.	359,069
4. Colbert Roofing Corp.	441,657

and

WHEREAS, The low bidder, R. D. Bean, Inc., has completed similar projects satisfactorily for Montgomery County Public Schools; and

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

RESOLVED, That a \$265,200 contract be awarded to R. D. Bean, Inc., for the reroofing of Wheaton Woods Elementary School in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 591-89 Re: CABLE TV/TELECOMMUNICATIONS NETWORK INSTALLATION AT VARIOUS SCHOOLS

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

WHEREAS, The following sealed bids for cable TV/telecommunications network installations were received on September 27, 1989, for Cold Spring, Potomac, and Stone Mill elementary schools and Tilden Intermediate School:

SCHOOL	BIDDER	BID
Cold Spring ES	E. C. Decker Service, Inc.	\$ 8,878.64
	E. T. D. Electronics and Security, Inc.	12,946.50
	B & L Services, Inc.	19,900.00
Potomac ES	E. C. Decker Service, Inc.	10,042.34
	E. T. D. Electronics and Security, Inc.	12,804.75
	B & L Services, Inc.	12,900.00
Stone Mill ES	E. C. Decker Service, Inc.	14,825.30
	B & L Services, Inc.	15,900.00

	E. T. D. Electronics and Security, Inc.	18,380.25
Tilden IS	E. C. Decker Service, Inc.	18,153.72
	B & L Services, Inc.	18,900.00
	E. T. D. Electronics and Security, Inc.	30,287.25

and

WHEREAS, The low bid on these schools was within staff estimates of \$45,000 for the three elementary schools and \$20,000 for the intermediate school, and sufficient funds are available to make the award; now therefore be it

RESOLVED, That a \$51,900 contract be awarded to E. C. Decker Service, Inc., for the installation of cable TV/telecommunications networks at Cold Spring, Potomac, and Stone Mill elementary schools and Tilden Intermediate School.

RESOLUTION NO. 592-89 Re: ARCHITECTURAL APPOINTMENT - SUMMIT HALL
ELEMENTARY SCHOOL

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

WHEREAS, It is necessary to appoint an architectural firm to provide professional and technical services during the design and construction phases of the proposed Summit Hall Elementary School addition; and

WHEREAS, Funds for architectural planning have been appropriated as part of the FY 1990 Capital Budget for this project; and

WHEREAS, The architectural selection committee, in accordance with procedures adopted by the Board of Education on May 13, 1986, identified Murray & Associates, Architects, as the most qualified firm to provide the necessary professional architectural and engineering services; and

WHEREAS, The negotiated fee for the architectural services is seven percent of the estimated construction cost which is consistent with similar-sized projects throughout the Washington, D.C. area; now therefore be it

RESOLVED, That the Montgomery County Board of Education enter into a contractual agreement with the architectural firm of Murray & Associates to provide professional services for the Summit Hall Elementary School addition for a fee of \$170,000.

RESOLUTION NO. 593-89 Re: GRANT OF DEED TO THE MONTGOMERY COUNTY
DEPARTMENT OF TRANSPORTATION AT THE
MARTIN LUTHER KING INTERMEDIATE SCHOOL
SITE

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

WHEREAS, The Montgomery County Department of Transportation is planning to extend Shakespeare Boulevard south to the future M-61 which will require a public dedication of 7,361 square feet of land from the 29.64-acre Martin Luther King Intermediate School site; and

WHEREAS, Final design and construction of Shakespeare Boulevard includes creation of a storm drain easement and right-of-way on 1,058 square feet of land, and creation of slopes on 34,768 square feet of land; and

WHEREAS, All construction, restoration, and future maintenance will be performed at no cost to the Board of Education, with the Montgomery County Government and contractors assuming liability for all damages or injury; and

WHEREAS, This land dedication for road improvements and easements will benefit the surrounding community and the school site; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a deed agreement for the land required to construct Shakespeare Boulevard.

RESOLUTION NO. 594-89 Re: GRANT OF PUBLIC UTILITY EASEMENT TO THE
POTOMAC ELECTRIC POWER COMPANY AND
CHESAPEAKE AND POTOMAC TELEPHONE COMPANY
AT MONTGOMERY KNOLLS ELEMENTARY SCHOOL

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

WHEREAS, The Potomac Electric Power Company (PEPCO) and the Chesapeake and Potomac Telephone Company (C&P) have requested a public utility easement for the placement and maintenance of a pole, guy wire, and anchor at the Montgomery Knolls Elementary School; and

WHEREAS, This utility easement consists of a 396-square foot easement at the western corner of the school site's Daleview Drive frontage; and

WHEREAS, All construction, restoration, and maintenance will be performed at no cost to the Board of Education with PEPCO and C&P and their contractors assuming liability for all damages or injury; and

WHEREAS, This utility easement for placement of the pole, guy wire, and anchor will benefit the school site; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a utility easement to the benefit of PEPCO and C&P for the land required to place and maintain the utility pole, guy wire, and anchor at the Montgomery Knolls Elementary School.

RESOLUTION NO. 595-89 Re: FY 1990 CATEGORICAL TRANSFER WITHIN THE CHAPTER I PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to effect the following FY 1990 categorical transfer of \$27,500 within the Chapter I program as funded through the Maryland State Department of Education (MSDE) under P.L. 100-297, the Hawkins/Stafford Elementary and Secondary School Improvement Amendments of 1988, Title I of the Elementary and Secondary Education Act of 1965:

	CATEGORY	FROM	TO
2	Instructional Salaries	\$27,500	
3	Other Instructional Costs		\$27,500
		-----	-----
	TOTAL	\$27,500	\$27,500

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. 596-89 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED PROJECT FUNDS FOR THE CONTINUATION OF THE AMERICAN INDIAN EDUCATION PROGRAM

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Praisner, 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 a grant award of \$4,275 from the United States Department of Education (USDE) under the Indian Education Act (P.L. 92-318, Title IV, Part A) to provide supplementary educational services to American Indian students in Grades K-12 in the following categories:

	CATEGORY	AMOUNT
3	Instructional Other	\$3,488
7	Transportation	787

TOTAL

\$4,275

and be it further

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

RESOLUTION NO. 597-89 Re: SUBMISSION OF AN FY 1990 GRANT PROPOSAL
TO DEVELOP A PROGRAM FOR TEACHING
CHINESE AND JAPANESE IN THE UPPER
ELEMENTARY GRADES

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 \$150,000 to the USDE under Title VI of the Higher Education Act of 1965, as amended, International Research and Studies Program, to develop a program for teaching Chinese and Japanese in the upper elementary grades; and be it further

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

RESOLUTION NO. 598-89 Re: MONTHLY PERSONNEL REPORT

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

RESOLUTION NO. 599-89 Re: DEATH OF MRS. GRETA B. SHARP, GENERAL
MUSIC TEACHER AT BROAD ACRES ELEMENTARY
SCHOOL

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

WHEREAS, The death on September 12, 1989, of Mrs. Greta B. Sharp, a general music teacher at Broad Acres Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the thirteen years Mrs. Sharp was with Montgomery County Public Schools, she displayed excellence in music instruction and made valuable contributions to the school program; and

WHEREAS, Mrs. Sharp made music an enjoyable and high participation activity with her expertise and enthusiasm; now therefore be it

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

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

RESOLUTION NO. 600-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Diane E. Powell	Program Administrator Providing Acceptance for Childrens' Emotions DC Public Schools Washington, DC	Coordinator, Programs for Seriously Emotionally Disturbed (SED) Dept. of Special Ed. and Related Services Effective: 12-4-89

RESOLUTION NO. 601-89 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
Clarence E. Stukes	Planning Manager Energy Planning and Technical Support Dept. of Environmental Protection Montgomery County, MD	Director Division of School Plant Operations Effective: 10-11-89

RESOLUTION NO. 602-89 Re: EXECUTIVE SESSION - OCTOBER 23, 1989

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Goldensohn, 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 October 23, 1989, 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. 603-89 Re: MINUTES OF SEPTEMBER 12, 1989

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 September 12, 1989, be approved.

RESOLUTION NO. 604-89 Re: BOE APPEAL NO. 1988-8

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

RESOLVED, That the Board adopt the hearing examiner's recommendation in BOE Appeal No. 1988-8 (Personnel Matter) with written Decision and Order to follow.

RESOLUTION NO. 605-89 Re: BOE APPEAL NO. 1989-7

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-7 (Personnel Matter).

RESOLUTION NO. 606-89 Re: BOE APPEAL NO. 1989-33

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

RESOLVED, That BOE Appeal No. 1989-33 (Student Transfer) be dismissed at the request of the appellants.

Re: BOARD MEMBER COMMENTS

1. Mrs. DiFonzo said she had visited Carderock last week and the principal asked her to extend to Dr. Pitt the thanks of the community for his prompt attention to problem with the bumper strip between the back of the playground and the beltway. Days after Dr. Pitt's letter

to the Department of Transportation, people were at the school testing decibel levels. They were going to install a barrier and replace some of the trees that were taken out.

2. Mrs. DiFonzo reported that she had received a call from Mr. Coleman Glaze, president of the Board of Education in Charleston, South Carolina. He had told her all 70 schools in their district had been damaged. Schools were still not open as a result of Hurricane Hugo, but they hoped to open the schools next Monday. One high school was so badly damaged they would be unable to open it. They planned to bus the students to another high school where they would put students on split shifts. One elementary school could not open and would be combined with another school by placing two teachers in each classroom with slightly more than 40 youngsters. They were going to appeal to the state to forgive them five days of attendance, and they will make up the rest of the days during the winter holidays and the spring break. DeKalb County and Fulton County had sent up some used desks. Mr. Glaze had indicated he would be at NFUSSD with a videotape and a laundry list of items they could use. She hoped that MCPS could help Charleston.

3. Mrs. Praisner commented that she had attended the Northeast Region of the National School Boards Association in Wilmington, Delaware which was an opportunity for state association officers from the 11 states, the District of Columbia, and the Virgin Islands, who were members of the Northeast Region to get together and exchange information. She had received a copy of the STATE SCHOOL INTERVENTION - THE NEW JERSEY INITIATIVE. Jersey City schools had now been taken over, and there was a new superintendent as provided for in the legislation. She would leave the material in the Board Office. The Virgin Island representatives had reported on their damage from the hurricane. Expensive equipment and materials for handicapped students were damaged. They were also providing a list to the associations in the Northeast Region.

4. Mr. Ewing noted that the superintendent had given them a copy of the suspension data covering the past school year. It raised a very serious set of problems particularly with regard to the amount of physical violence. For the year, there were 1129 incidents of physical attacks on students which resulted in some form of suspension and 129 incidents of physical attacks on staff as well as 135 incidents of verbal and physical threats to staff. All of these resulted in suspensions, and in addition, there were others not serious enough to result in suspensions. He said that he would raise again the issue that he and Mr. Goldensohn raised in a new business item. They needed to address themselves to other ways to deal with drug incidents and violence. One way would be to increase the number of safety and security assistants in the secondary schools. While that would not solve the problem, it would address some elements of the problem. If the school system were appropriately engaged in teaching values, they ought to address themselves to the issue of violence particularly in the secondary school context. They needed to convey to students, parents, and teachers that this kind of behavior was unacceptable and there was a presence in the school

designed to prevent it and take action against it. All of them had seen the piece written by Susan Hedling about attitudes of adults in the school in conjunction with the theft of her daughter's purse. With the final exception of the principal, people told her nothing could be done. He thought that most principals would take the view that vigorous and active intervention was appropriate. He wanted to make sure that all principals would follow up on that. It seemed to him there was a rise in the numbers of incidents and suspensions. He thought that if this were checked firmly, they might have a chance of keeping it from getting worse in the future. Dr. Pitt said he was not debating the issue, but he did not think there was a major increase but rather a slight drop in suspensions.

5. Ms. Serino stated that the community service rally was sponsored by the Community Service Partnership which she and Mrs. DiFonzo served on. There were over 65 students represented. They were taking the lead, and she hoped it would not be a one-day project. Dr. Pitt reported that Ms. Serino had made a presentation, and he thought it was excellent.

6. Ms. Serino said she had raised the issue of an Under-21 Club during her campaign for the Board. She and Dr. Pitt had spoken further. She had met with some county people and would continue meeting. She requested suggestions from Board members.

7. Mrs. DiFonzo recalled that back in June they had a Board item about tuition reimbursement. She thought they had agreed to take that up a later date, and she did not recall seeing this on a future agenda. Dr. Cronin asked staff to look into the status of this item.

8. Mr. Goldensohn said that several weeks ago he had told the Board about a teen forum that the City of Gaithersburg had conducted. The City had established a teen drop-in center which would open on October 13 at the Casey Community Center. He was pleased that the City had responded so quickly to that suggestion.

9. In regard to the suspension report, Mr. Goldensohn noted that one of the categories was "truancy." Two types of punishments were given. One was in-school suspension and the other was out-of-school suspension. He asked why they suspended someone out of school who had been truant. He knew there must be a logical explanation.

10. Dr. Cronin commented that he had had the opportunity last week to attend the graduation of a number of students from the Hispanic program that Mr. Perche Rivas was running. He spoke to parents about the need to be directly involved with the education of their children both at home and in school. The community recognized Dr. Fountain, Dr. Vance, and Dr. Pitt for outstanding service to the Hispanic community.

Re: DISCUSSION OF SONDEHEIM REPORT

Dr. Pitt reported that as superintendent he had sent the state superintendent his views on the development of a new normed

referenced test to replace the CAT. He had questioned the cost of developing such a test if they were going to move from this type of test to criterion-referenced tests in a few years. He had said that he would suggest retaining the CAT, outdated as it was, until they went to CRTs.

The Board welcomed Dr. Lois Martin, executive director of the Governor's Commission on School Performance. Dr. Martin explained that 4,500 copies of the report of the Commission had been distributed, and she assumed the Board had read the report. Therefore, she would present them with some background information. If the Board wanted to comment on the report, they should do so by the end of October because the Commission would be meeting in early November.

Dr. Martin pointed out that in the past 15 years Maryland had increased by 12 percent in population but the number of high school graduates was down by 10 percent, and the holding power of schools had decreased. In 1973, 81 percent of the ninth graders graduated four years later, and now it was down to 76 percent. In Maryland statewide, five percent of the students withdrew from secondary school each year. The worst rate in one local education agency was now 15 percent. In terms of attendance, in one LEA 20 percent of the students were not in school every day. She noted that during this period the inflation rate had been 172 percent but the cost-per-pupil in Maryland had gone up 359 percent because of special education requirements and improved teacher salaries.

Dr. Martin indicated that the Commission had been appointed two years ago, and she had joined them last fall. She had just returned from a state board meeting where she had testified on behalf of the Commission in favor of CRTs. During its deliberations the Commission was concerned about the myth of the "average" school or the "average" student. She showed the the Board several graphs which indicated how the scores in schools could be affected by the absence of two students on a test day, and she pointed out that the scores did not tell anyone anything about the strength of that school. She then showed a graph on actual performance of Maryland counties and explained that it was difficult to change positions on a bell-shaped curve. They could give the tests year after year and the relative standings of school systems would not change because of that bell-shaped curve.

Dr. Martin explained that students had to answer 23 out of 40 questions to be at the national norm. This was the first year Maryland had reported minority data and again the normal curve was misleading. She showed a slide indicating that if in the eighth grade blacks scored at 8.4 and whites at 10.5, the implication was that blacks were two years and one month behind whites. The reality was that the mythical average black student scored 24 out of 40. Undoubtedly some black students got all the questions right and others did not, but the same was true of white students.

Dr. Martin reported that the governor had asked the Commission to

make recommendations regarding satisfactory performance measured against higher standards for students. The Commission felt very strongly about CRTs and that more than tests should be tracked at the state level. This led to a vital core of student achievement CRTs and a rigorous academic program. The Commission could find no factors unrelated to student achievement that were themselves so powerful as indicators of quality that they ought to stand by themselves. The Commission said they should move from the mythical average and also look at other factors related to teaching students and getting good results and not prejudge them. They said that management of education should be related to more analysis of data so that policy makers had more with which to think.

Dr. Martin stated that the final item was an accreditation process which recognized that the quality of education was not a matter of data alone, it was a matter of subjective judgments by well-informed people. The Commission discussed how to motivate schools and motivate communities to support their schools. She said that working in Montgomery County she had seen that model by the Board, superintendent, and others. The Commission was very concerned about taking away the prerogatives of the local boards and those closest to the children, but it was if the children were not well served, there had to be some intervention. The final point from the governor and the Commission was that there was a very serious problem in education, not because educators had been inept or uncaring, but because the situation had changed and problems could not be solved just by educators. They had to be solved through partnerships that were broader than just the school community.

Dr. Cronin recognized Mr. Phil Gainous, principal of Blair High School, who had served as a member of the Commission. Dr. Martin added that there might be a tendency in Montgomery County to say that this situation did not fit them which was understandable, but she hoped they would keep in mind the situation in Maryland which was quite different from Montgomery County. She hoped that the Montgomery County Board of Education would provide some leadership here about the recommendations of the Commission.

Mrs. Praisner recalled that communications from the Maryland Association of Boards of Education had raised some questions about process. In talking to her colleagues at the MABE Convention, she had found they were committed to more accountability and were concerned about norm-referenced tests as they existed and their impact on schools and school systems. She stated that most state commissions had included with their recommendations some impacts that might be associated with these. For example, there were cost implications in developing state CRTs and time requirements to validate the tests which might take five years. She noted that CRTs were associated with curriculum, and in Maryland they did not have a state curriculum. She wondered whether they were heading toward a state curriculum and, if so, how would it be developed. There was the choice of a statewide CRT, incorporation of CRT items in a norm-referenced test, and having a bank of CRT items which local systems could use. At least two states were using a data bank

process. While the report was well written, it did not lay out some of the questions she thought people must focus on. She wondered what process the Commission would use to help the governor and the state board understand the implications of some of the recommendations and whether they had discussed a state curriculum.

Dr. Martin replied that the governor had asked the Commission to continue, and they would be meeting in early November. It was their feeling that the State Department of Education, not the Commission, should work on implementation. However, this needed to be worked out. The Commission was not staffed or structured to deal with implementation; they were concerned about policy. She had found no changes were necessary in state law to implement the recommendations. While they did not study funding, some recommendations were rejected because of potential cost.

Dr. Martin stressed that the overarching sentiment expressed again and again was that educators had to be clearer about results in terms of expectations and how they were doing in order to have more successful dialogues with funding authorities. In regard to curriculum, Dr. Martin explained the difficulties in defining what was a curriculum. She thought if they had state standards they would resemble the MCPS PROGRAM OF STUDIES. It would be a core of results they wanted students to be able to do because third grade mathematics should not differ from Montgomery to Allegheny.

Mrs. Praisner thought that questions had not been fully discussed, and she did not know where the avenues for that discussion would take place. She was glad to hear the Commission was coming back together to hear what the community had to say. People were clear as to what happened next and who did what, and Mrs. Praisner thought the state board members shared that view. Dr. Martin reported that the state board would have a discussion of the report on November 15, and she had started working with MSDE staff on implementation and cost which would be presented at that meeting.

Mrs. Praisner noted that throughout the report the suggestion was made that some things could be done by shifting MSDE staff. There was also the point about the accuracy of state records and definitions. For example, a movement had been made to clear up the definition of "dropout." She wondered whether the Commission had discussed the meaning of mobility, excellent, and satisfactory. Dr. Martin replied that the Commission had acknowledged the difficulties of definition and the state board had acknowledged difficulties in collecting reliable data.

Dr. Martin remarked that the Commission was aware that education was dynamic and had made a recommendation of an oversight committee. The state board would appoint a citizens group to look at what was working, what was not, and what changes should be made. Mr. Gainous added that they had avoided giving definitions or details because they felt that MSDE and the LEAs should develop and work these things out. They had the resources and the experts. For example, the Commission did not select grade levels for the testing because there

were experts out there who were better informed.

It appeared to Dr. Cronin that the Commission was dealing in assessment and intervention. Dr. Martin replied that there was a great deal of talk about children getting lost while they talked about the averages. They talked about children leaving primary grades so deficient in basic skills that they were not going to succeed. In meeting after meeting, the Commission discussed the cost of this failure to the child and to society. Assessment meant the state would look periodically at the locals. There was a belief that the approach to assessment should change. The locals ought to know what proportion of children in the first grade were not reading well enough to succeed in the second grade. They wanted the locals to know where their children were through a variety of tools and to have the state assessment focus on what children should be able to do rather than how they compared with each other. Then they should be able to use that to improve education for each child, not just a certain proportion of them.

Mr. Ewing said he had a great deal of sympathy for the objectives the Commission addressed itself to and made recommendations to achieve. However, he had a concern about the new CRTs. In the report the Commission stated they wanted a method that did not encourage rote teaching, but if they went to a state CRT what would keep them from doing just that. The criteria would be established at the state level and might not have any relevance at the local level. Dr. Martin would question that it wouldn't have any relevance. It might be only a part of what the local was concerned about, but there would be a core for all to be tested about. She agreed that there was no fail safe in testing. The CRTs could do at a higher level what Project Basic did. It could show whether students could do certain things.

It bothered Mr. Ewing that the vital core was not yet well defined. The Commission acknowledged that and said there needed to be a deliberative process leading to the recommendation of standards which would be set by a standards council composed of educational experts. However, it did not say that boards of education would be consulted. He wondered whether the public would have a role to play any longer.

Dr. Martin replied that there was some confusion because someplace in the report it said that the state board would set the standards and the council would be advisory. Mr. Ewing was bothered because this seemed to say that education in Maryland would now be defined at the state level. It seemed to him if they were going to specify what students needed to know and do, they had to have something more specific than Appendix C which resembled the MCPS Goals of Education. If they needed to specify results, the results had to be stated in action terms that everyone could understand. That needed to be done before standards were set, before exams were designed, and before exams were administered. Dr. Martin thought the Commission would agree with Mr. Ewing that all these things need to be done. It would not agree with him that it was a state-mandated curriculum. Appendix C was a work paper and, in retrospect, probably should not have been

included in the report. She explained that the accreditation piece was a very important one. While they looked at what was defined as a vital core, the whole was more important and that was where the real decisions were made in terms of quality of schooling and any intervention.

Mr. Gainous further explained that before Dr. Martin joined the Commission, the group had discussed how to get started. They had looked at what they wanted students to know when they exited high school. Later they brought experts in to find out if they could measure for all the things they said students should know. The list became narrower. There was a lot of difference among curriculums in the various LEAs, but the Commission thought all students ought to have an opportunity to get certain basic skills. They were telling the LEAs what to teach and how to teach it, but they were saying there were some basic things that every child in the State of Maryland ought to know when they graduated, and right now some school districts did not afford those kinds of opportunities because of their curriculum.

Dr. Pitt believed that Montgomery County and some other counties like Howard could not be satisfied with knowing just about the basics. They might have to start out with some basic things that the state would do and enhance on those within the county.

Dr. Shoenberg explained that he had already discussed the report with Dr. Martin, but he would like to share his reactions with the Board. The report was trying to do some right things, was well written, and give them a picture of the whole state. He thanked Dr. Martin for sharing statistics with the Board. As far as he was concerned, the best thing in the report was assessment and the teams of people understanding education who would come to the schools and take the time to make some judgments and do some assessments. He hoped this was pursued vigorously, however, little of their debate today had focused on this. The discussion had focused on things that they could count. One of his objections to the report was that it used "measure" much too often which put them back in the same ball game again. Dr. Martin's charts showed them that the average score told them nothing about the experience of any one child in a school. While the report charged schools with the responsibility of tracking every child, it still encouraged comparisons in terms of averages. This could be helped by the way in which results were reported. For example, they could report CRT scores in terms of numbers of students in each school in a given stanine or decile.

It seemed to Dr. Shoenberg that what they were after as they looked at the quality of a school was whether it helped students to grow and whether it helped students coming to the school with minimal skills and deficits to the point there they were making normal progress. If they were going to follow the recommendations, they had to be much more sophisticated about the way in which they reported the progress, growth, and performance of individual schools. This involved both the reporting mechanisms as well as the assessment piece. It seemed

to him that the assessment was a far better judgment on how a school was doing in its totality than the limited range of things that could be counted.

Mrs. DiFonzo commented that it seemed to her they could not have a state CRT without a state curriculum. For example, MCPS would have an office of instruction and curriculum delivery rather than one of program development. She felt this would obviate the need for boards of education or turn boards into micro-managers of how the state curriculum was to be taught. She said this would be a total disaster for boards, for students, and for education. She was concerned that they would end up with something like the Project Basic citizenship test that teachers had been complaining about because they felt it required rote memorization by students rather than knowledge of what it took to be a good citizen. Mrs. DiFonzo said that the big problem was how all of this was going to be implemented. She knew that Montgomery County and others had excellent curriculums and services to students, and she hoped these would not be lost in any effort to go with a state-mandated CRT.

From the commission discussions, Dr. Martin did not have the slightest fear that anyone was planning to displace local school boards in setting their curriculum. She acknowledged that the citizenship test was a little hard to justify, but she pointed out that the writing test and the math test did cause people to see whether or not students had some of the very minimal skills needed. The concern there was that those were so minimal they focused attention on the minimal, and it was necessary to focus attention on a more substantial level. The Commission was saying they wanted every child's progress tracked, but the state could not do it. The locals had to do it. However, the state had to look at this every so often because there were situations where Maryland high school graduates could not get a job because they could not function well enough and employers did not want them. They could not continue to put taxpayers money into that kind of situation.

Mrs. DiFonzo noted that there were a number of factors listed in the report to be used when looking at a student body. Among them were disadvantaged youngsters, mobility, wealth per pupil, staff ratios, etc. However, she did not see English language ability which affected MCPS curriculum and delivery of instruction. Mr. Gainous replied that this was in the report because he had made sure it was in there. Dr. Pitt reported that it was a problem in Montgomery County because they had 5,000 of the 8,000 ESOL students in the state. Mr. Gainous reported that he had raised that issue particularly in reference to some of the state tests because they did not take those kinds of things into consideration. He felt confident that this had been addressed.

Mr. Gainous stated that the Commission was not going out of business because the governor wanted them to stay around to explain the intent of the report and to be available as some of the recommendations were worked out. In regard to CRT testing, it was his understanding that the state would be looking to MCPS and other counties for help with

the CRTs and test items. He had not seen any area of the report that would have an adverse effect on Montgomery County because most of the recommendations in the report were already being done here. They might have to have some minor adjustments, and he could see more reporting to parents, but he felt comfortable with the way things turned out as far as Montgomery County was concerned.

Mrs. DiFonzo remarked that when the report talked about ranking schools it stated that they would keep the percentage of excellent schools very small so that schools could strive to be in this group. She hoped that it would not be so small as to exclude schools that were excellent but were excluded because of numbers or because the excellent ratings had to spread around among the LEAs. She was also concerned that the accreditation would be on a nine-year cycle. Mr. Gainous explained that the nine-year cycle was really set up for the convenience of scheduling. For example when his school was rated, it would be scheduled for a review nine years later. However, if next year's scores sent up a flag, they would be taken off the nine-year cycle and put into a different cycle.

Dr. Cronin said he would like to pose a rhetorical question about the Commission's entertaining the idea of taking over an entire system if a number of schools were placed on probation in a particular LEA. He asked about the reference in the report to state certification requirements, local class size guidelines, and collective bargaining agreements having the opposite effect of what was intended when they were adopted. Dr. Martin replied that the Commission was concerned about keeping the management of education flexible. The Board's Commission on Excellence had also discussed this issue. For example, a faculty might see a really creative way of organizing a program, but they couldn't do it if there were certain policy or negotiated rules. Mr. Gainous added that this discussion was primarily centered on the state level, looking at what was imposed on the locals and moving them if they restricted flexibility at the local level. Dr. Cronin thanked Dr. Martin and Mr. Gainous for sharing information with the Board.

*Dr. Shoenberg left the meeting at this point.

Re: MID-LEVEL ALTERNATIVE PROGRAM COMMITTEE
REPORT

Dr. Pitt introduced Dr. Richard Towers, chair of the committee. Dr. Towers invited to the table Dr. Steve Tarason, principal of Kennedy High School, Ms. Dorothea Duffy, pupil personnel worker; Dr. Lucinda Sullivan, principal of Redland Middle School; Dr. Victor Small, psychologist; and Mr. Charles D'Aiutolo, supervisor, Division of Interagency and Alternative Programs.

Dr. Pitt explained that the committee had been reinstated about a year ago to look at whether alternative programs should still be in the local schools. The report recommended there be countywide alternatives rather than by area. Dr. Pitt had concluded that they did have a need for programs to serve students in seventh and eighth

grades, but he would not rule out the sixth grade middle school student. He agreed that students should not be referred to outside programs until all appropriate school-based interventions had been attempted. He believed they should start a program in FY 1991 and should not use school-based teachers, and he thought the program should be staffed to help these children. However, he was not sure he would support the size of the program recommended by the committee.

Dr. Towers explained that the committee had looked at reports that had been done in previous years as well as polling PPWs, principals, and others to see what their feelings were in regard to the need. Right now there were only two programs in the county serving about 15 mid-level youngsters. In addition to the 15, they had at least another 48 to 60 youngsters who could profit from the program they were recommending. These were very high risk students for whom the present programs did not seem to be working. The committee looked at the kind of program needed, the profile of the youngsters, the kinds of entry and exit criteria that would be required in terms of documenting, and a process for intake. The committee recommended there be two programs, one up-county and one down-county with about three classes in each.

Dr. Towers explained that the program components included a staff/student ratio of about eight youngsters to a teacher as well as counseling services, parent services, outward bound, recreational field trip activities, art, and physical education. Mid-level students needed to explore a lot of areas in terms of the curriculum as well as the affective need of developing coping skills and learning to get along in appropriate kinds of ways with their peers and with the institution. They thought guidance was very important particularly in terms in dealing with the youngsters, as a resource to teachers, and helping parents to be a part of partnership in dealing with youngsters in this kind of a program. They also planned to help with a transition program back to the regular school.

Mrs. DiFonzo said that once again this tended to focus on students who for a variety of reasons were not attending school or were not doing well. One of the problems was that some youngsters were gifted and talented but could not deal with the structure and were bored with school. She asked if there were any way to deal with these youngsters in this program. Parents had told her that they were being told there was no place in the alternative programs for a bright youngster who was having trouble. Dr. Towers replied that they had bright youngsters at Phoenix and in a number of alternative programs. Mrs. DiFonzo explained that these were not drug-involved youngsters. Dr. Towers stated that whatever the manifestation of the problem, if it became severe enough so that it could not be dealt with at the school, the program did not rule out these bright youngsters.

Dr. Sullivan explained that when she was a supervisor in Area 2 she had had an opportunity to work with Gateway. This was a program for high school students, and some of the brightest youngsters in the

county attended this program because they could not handle the structure of the regular school. There was a strong parental component, and at graduation parents had told her that were it not for the school their children would never have graduated.

Mrs. DiFonzo hoped that they would work more closely with the guidance counselors in the schools. She said she could give Dr. Towers the names of parents who had been told there was nowhere in an alternative program for their bright and gifted children and the best thing was for the student to dropout. She felt they had to work much more closely with guidance counselors to let them know there is room somewhere in the alternative program for those youngsters.

Mrs. Praisner commented that the numbers in the proposed programs were based on an estimate by staff. She wondered what the process was for estimating or for defining the population given what they had already from other programs. She asked how rigid they saw the structure of the program once defined. They had had other alternative programs that had evolved in different ways or changed the population that they served or as the population was served, the program changed.

Dr. Towers replied that this was based on the input from PPWs and principals. As long as schools identified the youngster that needed that help, the program would be geared toward the needs that were identified. If the needs were to change, it seemed to him it would make sense to change the program accordingly. Mr. D'Aiutolo added that PPWs had indicated they could see referring somewhere between three to five students per mid-level school. The school-based administrators supported that number. Dr. Pitt would not be surprised if the program did change as they identified students and worked with them. He was leaning toward phasing in such a program because he worried about identifying a lot of students at one time. They had to have careful screening to make sure these youngsters really needed this program. He agreed that there was a definite need for such a program, but he cautioned that it should be done carefully.

Dr. Cronin asked that information be provided to the Board before the budget sessions, and Dr. Pitt agreed. Mrs. Praisner asked if sixth graders would be involved or only those in a mid-level school. Dr. Pitt replied that they were really talking about the mid-level, and whether it should be 6-7-8 or 7-8 had not been resolved. He did not think they were talking about lowering it to the elementary at this point. Mr. D'Aiutolo recalled that as they discussed this it was the feeling of the principals that when a sixth grader came into the school it would take a while to exhaust every possible service to meet the needs of that student. Mrs. Praisner stated that she would feel more comfortable if it were not for sixth graders. Dr. Sullivan commented that with the middle school approach they were definitely against any sixth graders in the program.

Mr. Ewing agreed that the program was needed, but he was concerned about the costs involved. If they included the transportation costs,

it was roughly three times what it cost to educate students on an average in the system. He would hope that without sacrificing the quality of the program that the superintendent would consider whether there were less expensive ways to implement the program. Dr. Cronin noted that each year the Board had been extremely supportive and put in more money than the system had ever asked for for programs like Phoenix and Mark Twain. He asked if staff could provide cost comparisons of the proposed program with some of the other senior high school special programs. It might be that if these students were served earlier, there would be less cost than if they were enrolled in a senior high program.

Dr. Towers reported that the SED report had made mention of the fact that if they had more interventions for youngsters earlier they would be able to deal with them in alternative programs as opposed to a special school for handicapped which is significantly more expensive. Mark Twain and RICA were much more expensive than this proposed program. Dr. Pitt remarked that in the programs they created they tried to build them in a way to have a student come out of a program and into a regular school, and for this reason it was costly. A lot of other school systems did not have this goal.

Mr. Goldensohn remarked that they had talked about early intervention. He was concerned about the elementary students in the upper grades who already matched eight or nine out of the ten profile items for the mid-level students. He inquired about plans to address the needs of these children. Dr. Pitt replied that this was not a simple problem. They had increased help in this area through a number of special support programs. For example, Head Start and early childhood programs tried to get at those students. He did not know that they would be able to answer questions with the problems they had in finding funds. Mr. Goldensohn commented that for most students they did have good supports and did catch most of these students, but he thought there was a handful of students that were not caught by the current network. He suggested they needed a small group to go in there when this occurred not necessarily an on-going program. Dr. Pitt thought they might want to take a look at this. He stated that there were other organizations that could help. If the school system was going to do it by themselves, they were talking about costs they could not imagine. He thought that intervention had to be more global responsibility. Dr. Cronin suggested that this might be a subject when they met on coordinating services with the county government.

Mrs. Hobbs thought this was a good step in the right direction. They had talked about including or not including the sixth grade, and she asked them to think about the sixth grader who had repeated one or more grades in the elementary school. She thought they should look at these students in the middle of the year and not exclude sixth graders. They should be considered on a case by case basis. While they had surveyed PPWs and principals, she wondered why they had not surveyed counselors or teachers who were already working with these students to get their input. In regard to parent involvement, she thought this should be mandatory because when they were dealing with

this age student they had to have a strong commitment from the family component. She noted that the counselor would be working extensively with these students. She asked whether the counselor would be giving advice or would be a therapist.

Dr. Towers replied that the counselor would be working one-to-one with youngsters, one-to-one with families, and running group sessions. They would have parent groups similar to what they were doing now in the evenings. They considered parent involvement critical, but they did not want to hold hostage a youngster who might need this program but whose parents might not be willing to participate. They would make every effort to make sure parents and families were involved. Dr. Tarason thought that once the student became successful, the parents might begin to attend.

Mrs. Hobbs said that because of the cost she could agree the program needed to be started with a small enrollment. She thought that the biggest obstacle next to funding would be the location. With Phoenix II, the students in the Building Trades Foundation had helped to build that site. She asked if they had looked at the possibility of trying that same idea again on property they already owned. Dr. Pitt replied that he could not give her an answer except to say that in the past they had looked at some of their own property. He had not yet considered where they would put this program. The first question was whether they should do this. He thought they should.

Mrs. Hobbs asked that the report be shared with those teachers already working with these students and with the counselors. Dr. Cronin asked whether the survey had gone beyond principals and PPWs. Dr. Towers replied that the assumption was that principals would gather input in the building from the teachers and counselors. Mr. D'Aiutolo added that the first draft was shared with school-based staff who collected input and gave it back to the committee. Dr. Sullivan commented that she had involved her special education people, guidance, and support team to review the report.

Mrs. DiFonzo recalled that her first year on the Board she had attempted to get a J/I/M level program and had failed. She was delighted that it had only taken five years for the system to get around to do it. Dr. Cronin and Dr. Pitt thanked the committee.

RESOLUTION NO. 607-89 Re: RETAINAGE FOR CONTRACTORS

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

WHEREAS, It is desirable to establish guidelines for reduction of retainage on capital construction projects; now therefore be it

RESOLVED, That the retainage on capital projects may be reduced, with Board approval, from 10 percent to 5 percent when:

1. A project is, at a minimum, 80 percent completed and is scheduled to be finished within the contract completion date
2. The project architect recommends in favor of the contractor's request for reduction of retainage
3. The reduction is approved by the contractor's surety agent.

RESOLUTION NO. 608-89 Re: PROPOSED RESOLUTION ON ALL-DAY
KINDERGARTEN

On motion of Mr. Ewing seconded by Dr. Shoenberg (at a previous meeting), the following resolution was adopted unanimously:

RESOLVED, That the Board adopt as a goal the addition of all-day kindergarten in all schools over a period of ten years starting with the 1990-91 school year; and be it further

RESOLVED, That the Board request the superintendent to design new elementary schools to accommodate all-day kindergarten; and be it further

RESOLVED, That the Board request that the superintendent develop a full-day kindergarten curriculum for Board approval.

RESOLUTION NO. 609-89 Re: APPOINTMENT OF MEMBERS TO THE MENTAL
HEALTH ADVISORY COMMITTEE

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

WHEREAS, In accordance with the Board of Education resolution establishing a Mental Health Advisory Committee adopted on June 13, 1989, the members of the committee are appointed by the Board of Education; now therefore be it

RESOLVED, That the following persons be appointed to the Mental

Health Advisory Committee to serve through December 31, 1990:

Mr. Peter Luongo, Dept. of Addiction, Victim and Mental Health Services

Dr. Phyllis Bashook, County Mental Health Association Parent Group

Ms. Lisa Davisson, Montgomery County Education Association

Mr. William Dorsey, Student Representative of MCR

Ms. Kathleen Bainbridge, MCPS Pupil Personnel Worker

Ms. Nancy Greenspan, Community Representative, Area 2

and be it further

RESOLVED, That the following persons be appointed to the Mental Health Advisory Committee to serve through June 30, 1991:

Dr. Lee Haller, County Medical Society Psychiatrist
Mr. Gilbert Becker, Social Worker
Ms. Carol Mathews, Division of School Health Services, Health
Department
Dr. Joan Cisz, Elementary School Administrators Association
Ms. Judith Madden, School-based Guidance Counselor
Dr. Joseph Ridky, MCPS School Psychologist
Ms. Cynthia Earp, Community Representative, Area 3

and be it further

RESOLVED, That the following persons be appointed to the Mental Health Advisory Committee to serve through December 31, 1991:

Dr. Sol Herman, Psychiatrist
Ms. Dorothy Kane, Private Practice Psychologist
Ms. Joan Dodge, Child and Adolescent Service System Program
Mrs. Harriet Guttenberg, County Mental Health Association
Mrs. Marge Samels, County Mental Health Association Parent Group
Mr. James Fernandez, Secondary School Administrators Association
Dr. Roy Settles, Alternative or SED School Principal or Assistant
Mr. Frederick Carter, Community Representative, Area 1

and be it further

RESOLVED, That the Mental Health Advisory Committee be expanded to add two additional students.

Re: NEW BUSINESS

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

WHEREAS, The Board of Education believes that gymnasiums are an educationally valuable part of school facilities at all levels; and

WHEREAS, Recent news articles and parent correspondence indicate that the Board's position is not clear to segments of the general public; now therefore be it

RESOLVED, That the Board of Education reaffirm its belief that all public schools in the county should have adequate physical education facilities; and be it further

RESOLVED, That the Board of Education has a continuing desire to have gymnasiums built as part of all new school construction; and be it further

RESOLVED, That the Board of Education also has a continuing desire to add gymnasiums to existing elementary schools whenever space is available, modernization or additions are planned, and on a schedule determined by needs priority and the availability of funds; and additionally, the construction of second gymnasiums for the three high schools that currently lack them remains a high priority item

based on educational needs at the secondary level; and be it further

RESOLVED, That the Board of Education will pursue these parallel objectives with equal vigor through the budgeting process until both goals are reached.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Permanent Withdrawals
4. Preliminary Proposal for Creating a Fourth Administrative Area and Adjusting School/Office Responsibilities

Re: ADJOURNMENT

The president adjourned the meeting at 4:50 p.m.

PRESIDENT

SECRETARY

HP:mlw