

to continue, correct, or discontinue. He hoped to provide the Board with some feedback by May and a complete report in August.

Re: WORK SESSION ON FOURTH ADMINISTRATIVE
AREA AND ORGANIZATIONAL ADJUSTMENTS

Dr. Pitt stated that he had made two recommendations. One was to go to four areas with no additional funds for the fourth area. The second was a set of recommendations involving the central office. In one case he would be returning to his original recommendation to include ESOL in OIPD along with Head Start and Chapter I. In regard to his recommendations on special education, he stressed that he had not changed any major roles or made any major cuts. The curriculum function for special education would be in OIPD, and there would be a one position reduction, that of the assistant director of the learning centers. He proposed moving the Department of Human Relations and its functions into QIE. While Human Relations did function with other than minorities, its functions would remain the same, but they would have better coordination with other programs for minorities. The deputy superintendent would play a large role in supervising these activities. He explained that Dr. Vance was absent from the meeting because of a death in his family.

Mrs. DiFonzo stated that there was concern about the position of assistant director of the learning centers, and some people had thought that next year the director's position would be abolished and building principals would be responsible for hiring and evaluating learning center personnel. She asked whether the building principals were trained to evaluate these teachers. Dr. Pitt replied that he would not recommend cutting the director's position. The position of assistant coordinator was a judgment call. They had moved to teacher-coordinator positions in the learning centers, and these people had no teaching responsibilities. In each learning center, there was a full-time person who worked with students and teachers. While the director of the learning centers had the responsibility for evaluation, he believed the principal ought to be part of that process and that there should be input from the teacher-coordinator.

Dr. Carl Smith, associate superintendent, reported that as a former principal he had been involved in the day-to-day operation of the learning center. He had also participated in the selection and evaluation of teachers in the learning center. Mrs. Kathryn W. Gemberling, associate superintendent, added that no building principal had sufficient content expertise in all areas to function without some coordinator support. She believed the principal should have the responsibility for evaluation of staff. She explained that the learning center coordinator did function as an additional administrative person; therefore, there was a lot of good support for the principal.

Dr. Hiawatha Fountain, associate superintendent, explained that the former assistant director was responsible for developing the instructional program. Since that time they had not expanded the number of students in the program, and there had been a slight cutback. The instruction now came to the secondary learning centers from the unit that would be moving into OIPD. He stressed that it was not his intention to recommend the abolishment of the supervisor's position. He explained that they were now moving toward the integration of special education into regular education, and they were looking at models of coordination from preschool to secondary.

Dr. Cronin asked how they saw the relationship of ESOL within the curriculum area. Mrs. Gemberling replied that she would be meeting with the ESOL task force this afternoon, and she would want to

discuss this issue with that group. The original idea behind placing ESOL in student support was to put it with other programs such as gifted and talented, special education curriculum, and guidance. These programs did have a curriculum function, but they did not have to be placed in curriculum and instruction to have curriculum programs. Units in the student support group would work with modifying the standard program, extending the program, expanding it, or delivering it in a different way. In addition to curriculum, these units had an operational function. The units did not fit under any one separate content division in curriculum and instruction.

Dr. Cronin recalled that in the testimony there was mention of a one-year evaluation of the success of both reorganizations. He agreed with the idea, but he wondered how they would know a year from now that anything they had done was not simply another paper rework of a complex reorganization. Dr. Pitt thought that the concern was to make sure they kept an eye on this, but they were not changing the basic function of Head Start, for example. The kind of changes he would be looking for would be more long-range. He felt that ESOL would do more for them than they might do for ESOL. Part of his concern was that the school system saw some of these programs as separate from the regular program. They needed to have the academic directors and others understand the ESOL program and special education programs. He was interested in developing this attitude of integration among staff.

Dr. Shoenberg thought that it was not be possible to find any impact after one year. Dr. Pitt said he would be looking at that, but his goals were more long-range. Dr. Cronin asked about data two or three years from now. Dr. Pitt explained he was looking for an integration of young people without losing the support they had for those students and a recognition on the part of teachers, principals, and staff as program was developed, that these students were part of the total process. He would report back in a year on whether they were working together, but the less obvious issue to report on would be attitude changes.

Dr. Cronin had heard concerns about having magnet programs in one area. The other schools had the fear that they would lose services if they did not have a magnet program. Dr. Cornell Lewis, associate superintendent, thought it was good to have the magnets in one area because better communication would develop and program delivery would improve. He pointed out that the magnet programs were line items, and there would be no taking away of resources from other programs. In his area the non-magnet schools had benefitted from taking ideas and program concepts from the magnet programs. He believed the proposed arrangement would enhance the educational program for all other schools in that area.

Dr. Smith commented that he had coordinated the magnet programs, and at the present time they were dealing with two area offices, two area directors, and two area associates. He saw this as enabling them to plan more efficiently and more effectively and do a better job with the magnet programs.

Mr. Ewing commented that the proposals regarding Head Start, Chapter I, and early childhood education were excellent and should be supported. Secondly, he agreed with the emphasis on the merger of special education and regular education, and if anything he would like to see more movement in that direction. However, he did not support the part of the proposal having to do with four areas because he did not believe the four areas could serve the population of the county equally as well as three, given no additional resources. If there had been a proposal for additional resources to assure the same

level of services, he would have supported it although reluctantly. He could have supported a realignment of the three areas so that the workload was more even. He regretted that they did not have an analysis of those other options.

Mr. Ewing said he was not comfortable with the issue of a Quality Integrated Education Department which contained within it the Department of Human Relations. It seemed to him that human relations was only partially related to the notion of QIE which had as its objective the promotion of integration. The Human Relations Department had a range of other functions dealing with female students, programs, and employment; the handicapped; and a regulatory function in equal employment opportunity for all employees. He believed the reorganization would lead to some confusion in the administration of those operations. An option was to leave the Department of Human Relations out of that consolidation, and another option was to think of a better name that reflected the variety of functions. He believed this proposal was likely to cause people to fail to take advantage of the services of the Department of Human Relations because they believe it dealt only with minority issues. He was still not satisfied with the answers the superintendent had provided.

Dr. Pitt explained that it was not their intent to see human relations as only being involved in integration or in a role with minority issues. There would be no change in the directorship, but in the past there had been things in different places. The effort was to coordinate these operations under the deputy where there would be high level contact and relationships. What the title ought to be was a good question. The other alternative would be to put the Department of Human Relations in the deputy's office and keep it separate from QIE. Mr. Ewing pointed out that a department in a department made for an awkward reporting relationship.

Dr. Lewis stated that they had testimony of people who were concerned about this issue. The points were that this should be coordinated and should be in the superintendent's office. He thought they had not done a good job in describing what should happen in that. He did not think they were talking about putting the Department of Human Relations under QIE. He suggested that they needed to come up with another department. He had heard "multicultural education." Perhaps they should come up with a new name for the department and a new focus centering around coordination. He did not see this as within the Department of QIE, but he did see people working together and providing responses. Mr. Ewing did not disagree it ought to be better coordinated; however, he hoped that the Board would come back to this issue.

Mrs. Praisner agreed in most cases with the supportive comments that had been made by Board members about some of the positive changes that she saw. She saw some exciting things such as better integration and delivery of services to students no matter what their needs might be. She saw this as a continuation of some of the things they had tried to do in the facilities policy when they talked about providing services to students in their neighborhood. Now they were talking about this from a content and curriculum standpoint. It was important, however, to continue to communicate with people as they moved in this direction and to recognize that adjustments might be needed. She said there was a need for the community to have continuing reassurance that local principals understood and supported this philosophy.

Mrs. Praisner noted that there was a concern from MCCPTA about the new role of the executive assistant position in the area office as a

"gate" person as far as access to the area superintendent. Dr. Lewis replied that in his area there was a person serving in that role. His role as liaison with the community did not stop the communication. Dr. Lewis said he had a very close working relationships with all of the cluster coordinators. The key to good communication was the relationship the area superintendent developed with the PTA leadership and the general community. The executive assistant helped gather data and to be available when the area superintendent was not. He assisted Dr. Lewis in facilitating better communications. Ms. Ann Meyer, associate superintendent, explained that she and the area director needed to spend more time in the schools. Someone had to manage the office, and she believed that having a person in this role meant a faster and better link with the community.

Mrs. Praisner was pleased to hear they were looking at another way of phrasing the quality integrated education and the human relations issues. She wanted to get some clarification about the Pupil Services Department as to the relationship of the director to the PPW's and whether this was a real department. The second issue was the assistant supervisor of special services within the area office. She asked for information on how the pupil services department would actually function. She suggested that staff provide scenarios showing their daily routines and their working relationships with other individuals.

In regard to the assistant supervisor position, Dr. Pitt explained they now had three supervisors and three assistant supervisors for a total of nine people. Originally he had recommended adding two assistant supervisors and one supervisor for a total of 12 people. It had been argued that they needed more help here, but he had decided to keep it at the same level. They had added one position for the same number of schools and kept the same number of assistant supervisors. He emphasized that they had not reduced the level of services but had added one position. He had decided to expand the parent specialist concept; however, he still had mixed feelings about this. He did not want to be seen as talking about more parental involvement without help. The bottom line was not to increase the cost.

Dr. Fountain reported that with the new EMT/AARD procedures they had now moved some of the decisions from the area to the school. The area people did not have to sit in those AARD's every spring. This freed up some of their time. They had trained everyone in the areas and at the school level in ways of dealing with the new procedures so that much of what the area assistant supervisors would be doing now would be working with new teachers and new principals. In addition, when the regular supervisors visited schools, they would be looking at the special education, ESOL, Head Start, and Chapter I programs as well. He thought that with the changes they might not need as much person power now, but they could take another look at this.

Dr. Shoenberg announced that the Board would take a formal vote on this matter at the January evening meeting. He commented that there was no ideal way to reorganize and what they did when they reorganized was to try to address the problems that were most pressing at the time. He was not sure how much of this was properly before the Board. The Board had to act on area reorganization. As representatives of the public, they had to listen to and address concerns about a central office reorganization. However, he was not sure that the decision on that was the Board's. The issue with area reorganization was span of control, and unless someone could address this without going in this direction, he thought they had to move in this way. The most important job of the area associates was to

interact with the principals and supervise their work. They could not do this with the numbers of people they had now. He believed that in the future they would have additional costs because the system was growing. These costs would occur if they stayed with three areas.

In regard to the central office, Dr. Shoenberg said the main theme seemed to be better integration of special supplementary activities with the mainstream. He thought that was all to the good and something they needed to do. However, reorganization was done according to principles that seemed to be most important at a particular time. It also turned out that some offices did not fit within that set of principles. He thought that was the issue Mr. Ewing was looking at with human relations. He, too, was uncomfortable about that and hoped staff would rethink that one. Dr. Shoenberg left the meeting at this point, and Mr. Goldensohn assumed the chair.

Ms. Serino was concerned about the separation of guidance from other units serving students. She asked that when staff responded to Mrs. Praisner's question that they include guidance in the response. Dr. Pitt explained that guidance had been moved several times. They had moved guidance into curriculum because three years ago they had initiated a new guidance program which focused on making guidance part of the teaching process in the schools. He would guess that two years from now guidance might move toward pupil services.

Mrs. Hobbs recalled that the president of MCAASP had testified that they should wait for reorganization. She pointed out that many people testifying had raised concerns about reorganization, and she wondered why they should not wait until after hearing from the consultant on minority education. She asked why they could not make some minor adjustments and save the majority of changes for a year from now. Dr. Pitt replied that he had delayed sending this proposal to the Board until he had discussed this with MCAASP. It was his point of view that he could do some of the organization within the central office as superintendent. A year ago the Board had raised the issue of area reorganization, and he had worked on it for quite a while. He thought they had to lower the span of control, but he agreed with Mr. Ewing that it would be nice to have more staff. However, he did not believe they would add administrative staff to any place given budget needs and his goal of putting the money directly into the schools. He believed the area superintendent was critical if they were going to decentralize at all. They could wait a year, but if they waited too long it would be a long time before they could get going on this. This was a judgment call. Dr. Kenneth Muir added that one reason for the package deal was that the ten additional positions for the fourth area had to come from some place.

Mr. Goldensohn stated that the two basic issues were the fourth area office and doing administrative reorganization. He wished they could have been done separately, but he could understand why they were tied together. He felt there was a growing awareness that something had to be done about the area offices because they had added so many schools and so many functions and programs. He expected they would go forward and have the fourth area. As a Board member, he did not want to get into the nitty-gritty of every department and every line in a chart because this was the superintendent's responsibility. The whole process would require very careful monitoring because they were fine tuning a fairly well operating system. He hoped that the superintendent and executive staff would monitor continuously as this process went on. If something started to go awry, they would make the changes then and there. He felt that if QIE were merged with human relations there would have to be a name change.

Dr. Pitt agreed to look at the concern raised about QIE although he liked the idea of all these functions in one place. He noted that anytime they reorganized anything they were dealing with people. As they moved to four areas they would have to select people for that job, but the fact was that Dr. Lewis was retiring and they would have to pick at least one area superintendent whatever they did.

Re: DISCUSSION OF PROPOSED POLICY ON
HIRING EXPERIENCED TEACHERS

Mr. Goldensohn noted that Mr. Ewing had introduced this topic with his support. Mr. Ewing stated that Dr. Pitt had provided the Board with the annual report on teacher hiring dated November 30. The report indicated that 67 percent of those hired at the first step of the salary schedule had BA's only. Of the total number hired, 61 percent were on the BA schedule. They did not take much account of experience when they hired; therefore, they did not have data on experience or, if they did, they did not report it regularly. He was concerned because most of the new teachers were assigned to elementary schools which would change as secondary school enrollment increased in the future. They were placing increasing attention on early childhood education as a key element in their educational strategy. They had concluded that if they were going to be effective in assuring that all students reached their full potential, early childhood education was tremendously important. However, they were placing in those schools largely inexperienced teachers with bachelor's degrees.

Mr. Ewing said that he would not argue that experience was a guarantee of quality or competence. On the other hand, there was a fair assumption that experience was an element which ought to be taken into account and used in determining the quality of applicants for jobs. He thought it was possible to argue that a lack of experience at least carried with it a presumption that a new teacher was less well prepared and therefore may be less effective. Again, there was no guarantee that that would be so.

It was Mr. Ewing's concern that in the absence of explicit policy they had an actual policy which was the result of practice. The practice was that they hired as cheaply as they could hire. The Board had pushed to achieve a larger pot from which it could hire and had had some success, and Dr. Pitt had proposed a change to permit them to have more money for hiring purposes. He would like the Board to be on record that their policy was that they valued experience and sought out teachers with experience and higher levels of education as well as those who were new. He had no objection to new teachers, and many of them were quite good and quite capable. They now had a situation where most of their new hires were new teachers with only bachelor's degrees.

Mr. Ewing was arguing for a policy that said they valued experience and higher education as indicators, not guarantees, of competence and quality. He knew that the implicit practice had meant that a good many teachers with experience could not get jobs in the school system because they were too expensive. While the personnel staff did not tell them that, principals did.

Dr. Cronin commented that the difficulty with the proposal was that it was God and motherhood. No one could object to wanting experienced, highly-qualified teachers. If they voted against it, the corollary was that they did not want highly-qualified teachers. He noted that Dr. Shoenberg had left some comments that he had seen no evidence that the percentage of new teachers not doing well was any greater than the percentage of veteran teachers not doing well.

Dr. Cronin pointed out that they had a large veteran staff who would be retiring in the next few years and they needed young people coming in. They had built a way to support young teachers as they came in, and they were building toward their future. He said that in reality they had to live with the budget that they had. He wondered if they were prepared to go up in class size in order to hire teachers with master's degrees and Ph.D.'s with 10 or 20 years experience.

Mr. Goldensohn commented that the basic point was to determine what was the good mix. He did not know what the good mix was of brand new BA 1 teachers with senior experienced teachers. He asked whether there was a professional comment as to what was the right mix. Dr. Pitt said there were several issues here. One was cost because the Council had established 4.5 as the average for hires. He had recommended they go higher and take it out of some other part of the budget, but they could only do so much. He did not know what a good mix was. They had a very veteran staff, but they had not had a tremendous turnover in their teaching staff. Now they were starting to hire people at the elementary school level. He felt they needed a mix and should hire people with abilities they wanted. They could not have all new teachers in any one school, but he did not know what the employment mix should be.

Dr. Carl Smith, associate superintendent, did not think there was a specific answer to the question about the mix of experienced and inexperienced. They did try to hire the very best people available in the labor pool. In some cases those people were BA 1, and in some cases they came with experience. He pointed out that principals played a critical role in the selection process. They saw the available candidates and had specific needs they had identified at their own school. They argued for the people they felt they needed, and they looked at their staffs in terms of balance. They wanted both young teachers and experienced teachers. When principals had made a case for a particular hiring decision, the Personnel Department had honored that decision.

Dr. James Shinn, director of the Department of Personnel, reported that he met periodically with the personnel directors of the 25 largest urban and suburban school systems in the country. They had had this discussion, and there had not been general agreement as to what the hiring level should be. There was agreement that as systems began to grow rapidly they should not see major changes in the average experience level or the average age of staff. The MCPS turnover among young staff was almost zero. When people left, they left for retirement. From 1980 to the present, MCPS had not had major changes in the average experience level or the age. For the past three years, the average years of experience were 14.3, 15.1, and 15.1 for the present year. The average age was 41, 42, and 42.

Dr. Shinn emphasized that they were looking for the very best people. Fortunately, the superintendent had told them to hire the people they believed were going to be the best teachers. To see a limit in either direction would bother them in personnel because they had a hiring process that had been validated and was working very well. For example, they had been able to hire every experienced teacher that principals requested who were qualified. Occasionally they got people who could not be certified or who were so far off on the interview and test that they could not compare to other candidates. He did not know of a case where they had a recommendation from a principal and the person was qualified that they had not hired.

Mr. Ewing stated that he was willing to have better teachers and fewer of them and therefore larger classes. He did not want larger classes, but if he had to choose, that is what he would choose. Dr.

Pitt had recommended they put more dollars into the budget to hire aides for grades 1 and 2. This meant the teacher in grades 1 and 2 had to know how to manage other people. Many teachers did not learn that until they had some experience. He asked if they were going to put an aide with a brand-new teacher. He hoped not, but if they had large numbers of teachers and half the teachers in an elementary school were new, they would not have a choice.

Mr. Ewing wanted to be clear that he was not attacking anyone, and he was not saying they were hiring bad teachers. He was saying they were looking for cheap hires. Cheap hires might be good hires, but what they were doing was discounting experience. He did not get information about experience when he asked for it because it was not available. He did not know what account they took of experience or how they evaluated it. As a consequence they were leaving something out that every other employer took important account of.

Mrs. Nancy Perkins, director of staffing, replied that while experience was not a separate consideration among the items of undergraduate records, test results, and professional records, it did play a role in the structured interview. The interview was designed to take account of a teacher's experience, and teachers with more experience did much better on the interview. Once they were in the pool and were interviewed by principals, their past experience played a very important role in terms of whether the principal selected them. Personnel Department staff were able to direct principals to candidates with the experience they were looking for.

Mrs. Perkins pointed out that Montgomery County experienced teachers had had the advantage of very extensive staff development. Some experienced teachers from other parts of the country had not had those advantages. They were not used to differentiated instruction and whole language. When they got to the structured interview, they were not as competitive as new teachers. She said that MCPS salaries were such that they were able to get the cream of the crop from colleges. While they were interested in salary, they were also intensely interested in the induction program and the on-going support provided. She noted that 84 of the 239 new hires consisted of 50 Montgomery County high school graduates and 34 were from other areas who did student teaching in the county. Therefore, more than a third had their training in Montgomery County and had the recommendations of their supervising teachers.

Mrs. Perkins reported that they did look at the balance in individual schools between experienced and inexperienced teachers. She pointed out that they were very reluctant to put a beginning teacher in first grade. She emphasized that they were looking for the best in both groups. She also noted that some experienced teachers had been away from the classroom for nine or ten years, and classrooms had changed dramatically. Therefore, they encouraged these people to do some substitute teaching before being considered for hiring.

Mrs. Praisner commented that they needed to be very careful about the assumptions they made one way or the other. She agreed with Dr. Shoenberg's comments and the superintendent's on the issue of a policy. She felt it would be inappropriate to have an established policy with absolute figures.

Re: EXECUTIVE SESSION

The Board met in executive session from 12:25 to 1:50 p.m. to discuss legal issues, personnel, and site items. Mr. Ewing left the meeting at this point.

Re: DISCUSSION OF THEATRE AND DANCE
CURRICULUM

Board members viewed the following presentations in the auditorium:

An orientation to MCPS dance and theatre curricula by Mr. Richard Pioli, director, Department of Aesthetic Education.
Dance and theatre at the elementary level by Dr. Ann Richardson, coordinator, Interrelated Arts Program and Miss Michelle DeLeo, Mrs. Marian DiJulio, and Miss Valeria Gordon, TAPESTRY teachers.
Mid-level theatre course objectives by Mrs. Sherion Cosby, theatre teacher at Westland Intermediate School, with a demonstration performance by Westland students.
High school theatre course objectives by Dr. Thomas Bogar, theatre teacher, Churchill High School, and Mr. Michael D'Anna, theatre teacher, Magruder High School, with a demonstration performance by Churchill and Magruder HS students.
Dance as fine art course objectives by Ms. Valorie Powell, dance teacher, Sherwood High School, with a demonstration performance by Sherwood students.

After another executive session, Board members returned to the Board room to discuss theatre and dance curricula with staff.

Mr. Goldensohn complimented staff and students on their presentations. Mr. Pioli thanked Board members for their response to the performances.

Mrs. Hobbs noted that dance as a fine art had only been available for three years. She asked whether every high school offered it as a fine art. Mr. Pioli replied that only about four or five high schools were doing this, and only about eight offering dance as a separate semester physical education course. Mrs. Hobbs said she would be interested in knowing what schools had the two programs and how they hoped to increase the availability of these courses for students.

Mrs. Praisner complimented staff and students on the outstanding performances they saw today. She had always thought the theatre and the fine arts programs were an important element for students in a comprehensive high school. She said that this was a significant component of her children's education. She thought that all MCPS high schools did a very good job in these areas.

Dr. Pitt felt that teachers in these areas did a tremendous job because of the amount of work involved in putting on a production. Although they had many talented youngsters in their schools, they were dealing with young people who did not necessarily see this as a major career objective. He wanted teachers and staff to know that he really appreciated this.

Ms. Serino said that she was impressed by all the performances. She was very interested in the performance of "Allison," and wondered if the teacher had thought about taking that performance to other middle schools in the county. Mrs. Sarah Pinkney-Murkey, principal of Westland, explained that the purpose of the production was for a drug awareness assembly. They had not thought about taking it to other schools. Dr. Pitt suggested that staff think about taking this performance to other schools in their cluster. Mr. Goldensohn thought that it could be videotaped to be shown in other schools.

Mr. Goldensohn commented that he had had occasion to attend a number of theatrical performances at some of the high schools. From what he had seen Dr. Pitt was correct. The faculty put in an awful lot of

work. With the children, he had seen that whole-hearted involvement with the production not just on the stage but backstage and running the box office and handling the business aspects of putting on a production. He hoped to attend as many performances as his schedule permitted.

Dr. Cronin asked about the future pool of teachers available to them in these areas. Mr. Pioli replied that they had shown a slight increase in the number of students signed up to take theatre which was an encouragement for teachers who wanted to teach theatre and also for universities to offer courses to train the teachers to teach theatre. They were working with colleges to let them know that enrollment was increasing in secondary schools. They were also letting colleges know what theatre teachers had to know because of the implementation of the fine arts credit. He felt that they probably would have enough teachers to meet their supply.

Dr. Cronin asked about the impact of not having a gym on the elementary school program. Miss DeLeo replied that she taught dance in the elementary schools and the effectiveness of the program was in direct ratio to the facilities and space they had. Programs were not as effective if they did not have the space. Dr. Cronin asked if video cameras were used to show students their motions and to review and critique. Miss DeLeo indicated that they did use video especially when students had created a dance to look at it from the aesthetic and technical skills viewpoints. Mrs. DiJulio added that in the drama program they did tape because they liked to keep a record of what they were doing. It also saved her a lot of explanation if students could see their own performances.

Dr. Cronin asked whether they helped high school seniors who were interested in majoring in the arts to develop a portfolio. One of the students replied that her teacher had provided her with opportunities to develop a resume that she had submitted to colleges and for auditions. Several students in her school were auditioning for scholarships for technical theatre. Their present stage manager had developed a portfolio and had been allowed opportunities to design sets.

Dr. Cronin inquired about the budget for productions. Dr. Bogar replied that they received \$600 per year and at the middle school level it was \$140. However, the average cost of two productions per year would be around \$14,000 to \$18,000. For example, the rights for their musical were \$2,500. He said that they were entirely self supporting other than the grant from aesthetic education. Mr. D'Anna added that they had funds from alumni and had an advertising book program which brought in as much as \$6,000 a year. Ticket sales did not provide enough income for the productions. Dr. Bogar said they did candy sales and had an active parent booster club. Mr. D'Anna indicated that he had a benefactors page which was worth a great deal of money, and his parents had theatre parties as well. It seemed to Mr. Goldensohn that the bottom line was that without parent and community support the theatre program would not happen. Dr. Pitt explained that this was true of most extracurricular activities in MCPS and throughout the United States.

Dr. Cronin asked about the contacts with the middle schools and the elementary schools to nurture talent. Dr. Bogar replied that in order to build a strong program they had to establish the communication. Fortunately he had a strong middle school program coming into the high school. Mr. D'Anna said he volunteered to run workshop days in the middle school to create enthusiasm. Mr. Pioli added that there were a number of high schools with touring children's plays that they took to the middle and elementary schools

	Glover School & Office Equipment, Inc.	14,856
	The Library Store, Ltd.	5,126*

	TOTAL	\$ 410,623
56-90	Door Hardware, Closers and Exit Devices AWARDEES	
	Builders Hardware Corporation	\$ 822
	Capitol Lock and Hardware Company	2,551*
	Door Closer Service Company	684*
	Precision Doors and Hardware	709
	Southern Lock and Supply	2,754
	Taylor Security and Lock Company, Inc.	59,201

	TOTAL	\$ 66,760
57-90	Electrical Supplies and Equipment AWARDEES	
	Aireco Supply, Inc.	\$ 796
	General Electric Supply Company	10,787
	Graybar Electric Company, Inc.	6,078
	Harco Electronics, Inc.	1,278
	Industrial Controls Distributors, Inc.	380
	Lange Electric Company, Inc.	30,427
	Maurice Electrical Supply Company, Inc.	14,014
	Noland Company	28,676
	C. N. Robinson Lighting Supply	6,092
	Tri County Electrical Supply Company, Inc.	102,153
	Vair Corporation	9,995

	TOTAL	\$ 210,676
59-90	Industrial Arts Drafting Supplies AWARDEES	
	Tom Carpenter and Associates	\$ 3,038
	Dietzgen Corporation	18,313
	Maryland Blueprint Company, Inc.	120
	Midwest Shop Supplies, Inc.	181*
	Modern School Supplies, Inc.	3,787
	Pacific English and Industrial Supplies	4,913
	Rowley-Scher Reprographics	200
	Visual Systems Company, Inc.	1,106*

	TOTAL	\$ 31,658
60-90	Industrial Arts Hand Tools AWARDEES	
	Brodhead-Garett Company	\$ 1,092
	Central Supply and Equipment Company, Inc.	2,906*
	Chown, Inc.	1,690
	Diamond Core Drilling and Sawing	4,186
	H & S Company	40
	Midwest Shop Supplies, Inc.	5,276*
	Noland Company	34,124
	Satco, Division of Satterlee Company	7,942
	State Saw and Machinery Company	87*
	Thompson and Cooke, Inc.	8,453*
	Tool Shack	342

	TOTAL	\$ 66,138

62-90	Cafeteria Disposable Supplies		
	AWARDEES		
	Acme Paper and Supply Company, Inc.	\$	47,606
	S. Freedman and Sons		159,234
	Kahn Paper Company, Inc.		214,029
	Monumental Paper Company		17,184

	TOTAL	\$	438,053
73-90	Photographic Supplies and Equipment		
	AWARDEES		
	American Printing Equipment and Supply Co.	\$	2,788
	Kunz, Inc.		6,833
	Penn Camera Exchange, Inc.		25,795
	Photopro		55,711
	VGC Corporation (Visual Graphics)		5,032
	Wholesale Educational Suppliers Company		178

	TOTAL	\$	96,337
78-90	Processed Cheese Food		
	AWARDEE		
	I. Feldman	\$	65,480
	TOTAL OVER \$25,000		\$1,638,293

*Denotes MFD vendors

RESOLUTION NO. 4-90 Re: BID NO. 65-90, PURCHASE OF SCHOOL BUSES,
AND BID NO. 72-90, FINANCING OF SCHOOL
BUSES

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

WHEREAS, The Board of Education has determined that it is necessary to purchase additional new school buses because of increased enrollment and for new schools, as well as to replace school buses as specified by the State of Maryland COMAR 13.06.07 regulation which requires that school buses be replaced every 12 years; and

WHEREAS, The Board of Education advertised Bid No. 65-90, Purchase of School Buses, and Bid No. 72-90, Financing of School Buses, to lease/purchase replacement school buses to be used in transporting students within Montgomery County; and

WHEREAS, It is necessary at this time, and in the public interest, for the Board of Education to acquire 25 additional new school buses and 74 replacement school buses to meet the present needs of the public schools; and

WHEREAS, Wantz Chevrolet, Inc., PATCO Distributors, and Wayne Mid-Atlantic are the lowest responsible bidders meeting specifications to provide the school buses, and First Continental Financial Corporation is the lowest responsible bidder meeting specifications to provide a four-year lease/purchase arrangement at preferred financing; and

WHEREAS, The Board of Education may receive additional requests to lease/purchase other equipment under this arrangement depending upon appropriated funds; and

WHEREAS, Bid No. 65-90 also provides for an outright purchase of a 17-passenger school bus for the Head Start program; and

WHEREAS, Wantz Chevrolet, Inc., is the lowest responsible bidder meeting specifications for this one school bus; now therefore be it

RESOLVED, That the Board of Education of Montgomery County award Bid No. 65-90, Purchase of School Buses, to:

PATCO Distributors, Inc. for 64, sixty-nine passenger buses	\$3,542,656.00
Wayne Mid-Atlantic for 12, forty-eight passenger buses	578,028.00
Wantz Chevrolet, Inc. for 23, thirty-six passenger buses	846,024.18
TOTAL	----- \$4,966,708.18

and be it further

RESOLVED, That the Board of Education of Montgomery County award Bid No. 72-90, Financing of School Buses, to First Continental Corporation under a lease/purchase agreement for \$482,895.15 for the 99 school buses; and be it further

RESOLVED, That the Board of Education of Montgomery County award Bid No. 65-90, Purchase of School Buses, for the outright purchase of one 17-passenger bus to Wantz Chevrolet, Inc. for \$27,467.26; and be it further

RESOLVED, That the Board of Education president and the superintendent of schools be authorized to execute the documents necessary for these transactions.

RESOLUTION NO. 5-90 Re: BURTONSVILLE ELEMENTARY SCHOOL ACCESS ROAD

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

WHEREAS, The County Council appropriated funds for the construction of a new access road to serve the Burtonsville Elementary School; and

WHEREAS, Work was halted pending a resolution of an access agreement between MCPS and the Burtonsville Volunteer Fire Department (BVFD); and

WHEREAS, After protracted negotiations the BVFD has proposed a Use Agreement which would provide free use of the proposed roadbed so long as the property is owned by the BVFD; and

WHEREAS, MCPS and the county executive staff agree that this arrangement is justifiable in light of the urgent need for a safe access to the school; now therefore be it

RESOLVED, That the Board of Education enter into an agreement with the Burtonsville Volunteer Fire Department for the construction and rent-free use of the new access road to serve the Burtonsville Elementary School in accordance with the action by the Board of Directors, Burtonsville Volunteer Fire Department, on December 11, 1989; and be it further

RESOLVED, That the county executive be informed of this action and be requested to assist the Board in making the new road the permanent access to Burtonsville Elementary School.

RESOLUTION NO. 6-90 Re: MODERNIZATION OF SLIGO MIDDLE SCHOOL

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

WHEREAS, The following sealed bids were received on December 14, 1989, for the modernization of Sligo Middle School:

BIDDER	TOTAL BID
1. Ronald Hsu Construction Co.	\$7,872,000
2. Henley Construction Co., Inc.	7,964,000
3. Eugene Simpson & Brother, Inc.	8,093,000
4. The Gassman Corporation	8,180,000
5. Kimmel & Kimmel, Inc.	8,527,000
6. The R. R. Gregory Corp.	8,749,500
7. The McAlister Schwartz Company	8,771,657

and

WHEREAS, The low bid is within the staff estimate of \$8,040,000, and sufficient funds are available for contract award; and

WHEREAS, The low bidder, Ronald Hsu Construction Co., is a minority contractor with an extensive background in commercial rehabilitation work throughout the Washington metropolitan area, and has met all of the specification requirements; now therefore be it

RESOLVED, That a contract for \$7,872,000 be awarded to Ronald Hsu Construction Co. for the modernization of Sligo Middle School in accordance with plans and specifications prepared by Garrison Associates, Architects.

RESOLUTION NO. 7-90 Re: ACCEPTANCE OF EAST SILVER SPRING ELEMENTARY SCHOOL

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

RESOLVED, That having been duly inspected on January 3, 1990, East Silver Spring Elementary School now be formally accepted, and that the official date of completion be established as that date upon which formal notice is received from the architect that the building has been completed in accordance with the plans and specifications, and all contract requirements have been met.

RESOLUTION NO. 8-90 Re: ENERGY MANAGEMENT SYSTEM INSTALLATION AT SHERWOOD HIGH SCHOOL

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

WHEREAS, The following bids were received on December 19, 1989, for an Energy Management System (EMS) installation at Sherwood High School:

BIDDER	BID
Barber-Colman Pritchett, Inc.	\$175,042
Robertshaw Controls Co.	208,227
Systems 4, Inc.	245,200

and

WHEREAS, The low bid submitted by Barber-Colman Pritchett, Inc., is within the staff estimate of \$205,000, and sufficient funds are available to award the contract; and

WHEREAS, It is more efficient to have project contractors coordinate and supervise the EMS installation; now therefore be it

RESOLVED, That the Board of Education approve the following contract for an Energy Management System installation and assign it through change order to the project general contractor for implementation and supervision:

PROJECT

Sherwood High School Contractor: Dustin Construction, Inc.
 Subcontractor: Barber-Colman Pritchett, Inc.
 Change Order: \$175,042

RESOLUTION NO. 9-90 Re: GRANT OF PUBLIC UTILITY EASEMENT TO THE POTOMAC ELECTRIC POWER COMPANY AND THE CHESAPEAKE AND POTOMAC TELEPHONE COMPANY AT OLNEY ELEMENTARY SCHOOL

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

WHEREAS, The Potomac Electric Power Company (PEPCO) and the Chesapeake and Potomac Telephone Company (C&P) have requested an easement for the replacement and maintenance of utility poles at Olney Elementary School; and

WHEREAS, The utility easement consists of two separate areas varying in width from 0 to 20 feet, each running along the school site's Queen Mary Drive frontage; and

WHEREAS, This utility easement will benefit the school and the community by removing poles from the existing road right-of-way so that a right-turn lane and new driveway entrance into the modernized school can be accommodated; and

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

WHEREAS, The proposed utility easement will not affect any land anticipated to be utilized for school programming and recreational activities; 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 utility poles at the Olney Elementary School.

RESOLUTION NO. 12-90 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED
PROJECT FUNDS TO ESTABLISH ENVIRONMENTAL
ISSUES PROGRAMS

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Ms. Serino, 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 \$10,000 for environmental education from the Maryland State Department of Education to establish two environmental issues programs in the following categories:

CATEGORY	AMOUNT
1 Administration	\$ 9,369
10 Fixed Charges	631

TOTAL	\$10,000

and be it further

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

RESOLUTION NO. 13-90 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED
PROJECT FUNDS TO CONTINUE THE YOUTH
SUICIDE PREVENTION SCHOOL PROGRAM

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Ms. Serino, 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 \$11,000 from the Maryland State Department of Education, Pupil Services Branch, Division of Compensatory, Urban, and Supplementary Programs, to continue the Youth Suicide Prevention School Program in the following categories:

CATEGORY	AMOUNT
2 Instructional Salaries	\$ 6,303
3 Other Instructional Costs	4,193
10 Fixed Charges	504

TOTAL	\$11,000

and be it further

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

RESOLUTION NO. 14-90 Re: UTILIZATION OF FY 1990 FUTURE SUPPORTED
PROJECT FUNDS AND CATEGORICAL TRANSFER
WITHIN THE STATE AID FOR VOCATIONAL-
TECHNICAL EDUCATION PROGRAM

On recommendation of the superintendent and on motion of Mrs. Praisner seconded by Ms. Serino, 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 \$4,164 from the Maryland State Department of Education under state categorical aid for the vocational-technical education program in the following categories:

CATEGORY	AMOUNT
2 Instructional Salaries	\$3,112
3 Other Instructional Costs	1,052

TOTAL	\$4,164

and be it further

RESOLVED, That the superintendent of schools be authorized to effect within the FY 1990 state categorical aid program for vocational-technical education, the following categorical transfer in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
3 Other Instructional Costs	\$	\$14,500
10 Fixed Charges	14,500	
	-----	-----
TOTAL	\$14,500	\$14,500

and be it further

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

RESOLUTION NO. 15-90 Re: FY 1990 SUPPLEMENTAL APPROPRIATION TO ESTABLISH A SPECIALIZED GIFTED/TALENTED PROGRAM FOR UNDERSERVED AND/OR UNDERACHIEVING STUDENTS

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

RESOLVED, That the superintendent of schools be authorized, subject to County Council approval, to receive and expend an FY 1990 supplemental appropriation of \$270,773 from the U. S. Department of Education under Title IV, Part B of the Elementary and Secondary Education Act of 1965, as amended (Jacob K. Javits Gifted and Talented Student Education Program), to establish a model program and teacher training site for early childhood students who are disadvantaged, limited in English proficiency, and/or handicapped in the following categories:

CATEGORY	POSITIONS*	AMOUNT
2 Instructional Salaries		\$181,159
3 Other Instructional Costs		29,771
10 Fixed Charges		59,843
	---	-----
TOTAL	5.0	\$270,773

- * 1.0 Project specialist (10-month) C-D
- 2.0 Teachers (10-month) A-D
- 1.5 Instructional assistants (10-month) Grade 10
- .5 Psychologist (12-month) G

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. 16-90 Re: SUBMISSION OF AN FY 1990 GRANT PROPOSAL TO THE MARYLAND EQUIPMENT INCENTIVE FUND FOR THE PURCHASE OF SECONDARY SCIENCE EQUIPMENT

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1990 grant proposal for \$10,000 to the Maryland Equipment Incentive Fund, a component of the Governor's Mathematics/Science Initiatives, for the purchase of selected computing equipment to be placed in Montgomery County public high school science departments; and be it further

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

RESOLUTION NO. 17-90 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Dr. Cronin seconded by Mrs. Praisner, 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. 18-90 Re: PERSONNEL REASSIGNMENT

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

RESOLVED, That the following personnel reassignment be approved:

NAME	FROM	TO
Margaret Allen	Classroom Teacher Sherwood Elementary	Instructional Assistant Sherwood Elementary Will maintain salary status To retire 7-1-91

RESOLUTION NO. 19-90 Re: EXTENSION OF SICK LEAVE

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

WHEREAS, The employee listed below has suffered serious illness; and

WHEREAS, Due to the prolonged illness, the employee's accumulated sick leave has expired; now therefore be it

RESOLVED, That the Board of Education grant an extension of sick leave with three-fourths pay covering the number of days indicated:

NAME	POSITION AND LOCATION	NO. OF DAYS
Jonathan Bishop, Sr.	Bldg. Svs. Manager II School Plant Operations	10

RESOLUTION NO. 20-90 Re: DEATH OF MRS. ANN L. NICHOLS, SCHOOL SECRETARY I, PAINT BRANCH HS

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

WHEREAS, The death on December 19, 1989, of Mrs. Ann K. Nichols, a school secretary I at Paint Branch High School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In over 30 years with Montgomery County Public Schools, Mrs. Nichols did an outstanding job of planning, organizing and conducting clerical tasks for many different people; and

WHEREAS, Mrs. Nichols was a dedicated person and her interest in children was demonstrated in her work with students and staff; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Mrs. Ann L. Nichols 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. Nichols' family.

RESOLUTION NO. 21-90 Re: DEATH OF MS. C. JANE CHANEY, CAFETERIA WORKER, FOREST KNOLLS ES

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

WHEREAS, The death on December 15, 1989, of Ms. C. Jane Chaney, a cafeteria worker at Forest Knolls Elementary School, has deeply saddened the staff and members of the Board of Education; and

WHEREAS, In the short time Ms. Chaney was with Montgomery County Public Schools, her pleasant smile and willing spirit made the lunch time more pleasurable for staff, students and parents; and

WHEREAS, Ms. Chaney demonstrated a high level of cooperation and effectively carried out the duties assigned to her; now therefore be it

RESOLVED, That the members of the Board of Education express their sorrow at the death of Ms. C. Jane Chaney and extend deepest sympathy to her family; and be it further

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

with Dr. Cronin, Mrs. DiFonzo, Mr. Goldensohn, Mrs. Praisner, and Ms. Serino voting in the affirmative; Mrs. Hobbs abstaining:

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
Lee Meiners	Principal Kenmoor Middle School Prince George's County Public Schools	Principal Farmland Elementary Effective: 2-1-90

RESOLUTION NO. 25-90 Re: PERSONNEL TRANSFERS

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

RESOLVED, That the following personnel transfers be approved:

TRANSFER	FROM	TO
Eoline Cary	Principal Glenallan ES	Principal Brooke Grove ES Effective: 2-1-90
Jennie Fleming	Principal Diamond ES	Principal Hopkins Road ES Effective: 2-1-90
Donald Graham	Principal Candlewood ES	Principal Bowie Mill ES Effective: 2-1-90
Laura Silkwood	Principal Damascus ES	Principal Kentlands ES Effective: 2-1-90
William Snyder	Principal Seven Locks ES	Principal Burnt Mills ES Effective: 2-1-90

Re: DISCUSSION OF POLICIES AND SCHOOL PRACTICES ON TRUANCY

Dr. Pitt invited the following people to the table: Ms. Cynthia Parker, pupil personnel worker; Dr. Joy Frechtling, director of the Department of Educational Accountability; Dr. Richard Pottinger, supervisor of special services; Mr. Thomas Hickman, principal of Farquhar Middle School; and Mr. Phillip Gainous, principal of Montgomery Blair High School. Dr. Pitt explained that today's discussion on truancy was as a result of a Board resolution. The paper included information on policies, how schools operated, and some exemplary programs.

Dr. Frechtling added that the paper showed the status of issues in the state and in the county. The paper provided information on regular practices and some special targeted programs that had been developed to deal with the problem of truancy. Dr. Pitt recalled that Ms. Parker and other PPW's had developed a set of ideal regulations. These regulations were being used in Area 3, and he was interested in developing these as a countywide way of approaching this. Ms. Parker hoped that some statement of philosophy and some preventive measures might be added to the package.

Dr. Cronin commented that this process overlapped to a large degree the loss of credit process. He asked how they knew that the loss of credit issue was working cooperatively with this process so that they could identify students early. Students seemed to be able to beat the process of verifications, the automated phone calls, and the variety of ways that they could avoid LC's and the notifications home. Mr. Hickman replied that one of the main elements of this was that parents were called every day when a youngster was absent. At Farquhar, they requested parents call them if a youngster was going to be absent. If staff had reason to question the caller, staff contacted the parents. This was for every student in the school, and they did this by using parent volunteers.

Dr. Pitt said that high schools were using recording equipment. Mr. Gainous added that Blair has an automatic calling machine. They called the homes of every student on the absentee list. Ms. Ann Meyer, associate superintendent, reported that not all schools had this capability and not all families could be reached every day. Therefore, the schools used a variety of efforts to reach parents. The success of schools in contacting parents depended upon the availability of people to keep at that task every day.

Mr. Goldensohn asked whether students were assigned detention when there was no contact or note or whether they were pressed to find the parent. Ms. Meyer replied that the attendance office kept the record of the notices, and the procedures varied from school to school. For those students with unexcused absences, the referral was then made to the assistant principal who followed up with the students.

Dr. Pitt stated that in recent years they had tried very hard to improve attendance reporting. He said he would be interested in knowing how many high schools had the automated program. Mr. Goldensohn asked about the costs and efforts involved to put the remaining schools on the program. Ms. Meyer commented that some schools preferred to have the contact come from the teacher. The most effective contact was the live conversation and the follow up with the student. In a large school they had to use many approaches to the attendance issue. The most desirable one was for the classroom teacher to work with the student and the parent. Very often there was a detention system and then the referral system. For the student who was chronically absent, there was the attendance office and volunteer callers as a backup.

Mr. Gainous explained that the program at Blair was a cooperative effort with several county government agencies and MCPS. They had a boys and girls club involved and the YMCA. Essentially there was a director in Blair High School who coordinated all of this. People went out to find students and brought the parents to the building. They started off by visiting the feeder schools and identifying potential truants. They started meeting with these families during the summer and tracked the students when school started. They had a "no show" list, and these people went out and located the students. Most of the students were found in other schools around the county or had moved away without notifying anyone. These people had identification and had an impact when they went to the homes of students as official persons. Once the student was located, a case study was done to ascertain reasons about the home and the school as to why the problem existed. Then a program was developed. They also got involved in schedule changes and job locations. They brought these students to interviews, and they set up tutoring programs after school. Certain students were assigned to each of these trackers.

Mr. Gainous reported that these people were tied in with the EMT process as well. If they had to go to the EMT, these people

participated. They worked closely with guidance counselors, special education, and the assistant principals. These people were working with about 75 or 80 students who had been identified as being truants. They would pick up other students and work with them as well.

Dr. Pitt pointed out that this was not a program they could put in every school because it was an intensive program in terms of people. Blair was a school where the principal recognized there was a real concern about truancy. So this was a cooperative effort with the county. In Gaithersburg High School, they used a Maryland Tomorrow model which was state supported. He said that they had identified specific places where they needed additional support. Dr. Frechtling added that there was an evaluation coming out from Johns Hopkins on the Maryland Tomorrow effort and it was extremely positive in terms of keeping students in school.

Mr. Hickman stated that at Farquhar they had a program called Raise the Average Achievement of the Many, or RAAM. Their attendance was 97 percent, and one could say they did not have a major problem with attendance. The program was based on the belief that within the number of children not attending there were those who would be in school if they faced more success. They were concerned about the children whose attendance could improve and whose achievement could improve. They believed that they had to be very caring about their children, that they had to demonstrate that they cared about them, and that they did this in very tangible ways. One way was to communicate with children and establish a rapport.

Mr. Hickman said that at Farquhar they considered their academic program to be the major reason for why students were in school. Their theme was "success in school is our most important business." They wanted success for every youngster, and when children did not feel success they did not come to school. They used a teacher as a counselor who worked with a student advisor who worked as a tutor with the advisee. The adult monitored, the student tutored under the direction of the teacher, and the advisee was a student not achieving up to potential. In the morning before school, the teacher and the two students would meet, and the students would work together on the academic subjects. This was the fourth year of their program, and they began with about 30 youngsters and this year had 104 students as advisors and each had one or two students to work with. Last year 64 students had 84 grade improvements. He reported that they had financial support from their community to provide rewards for youngsters. For example, they had taken children to King's Dominion as a reward for success. There was a requirement that students had to attend 90 percent of the tutoring sessions. Students received certificates at their annual awards assembly.

Dr. Cronin noted that the Blair program had external support, but the Farquhar program could be replicated in almost any school. Dr. Pitt explained that the Farquhar program had been identified as a successful practice and could be transferred to other schools.

Mrs. Hobbs inquired about recognition for teachers and for the students who were tutors. Mr. Hickman replied that all students participated in the recognition programs and would go to King's Dominion. The students acting as tutors received certificates of appreciation, and staff and students were involved in the recognition breakfast.

Mrs. Hobbs asked whether the truancy problem was increasing and whether there was a distinction between the areas. Dr. Frechtling replied that she had looked at attendance data back to 1950, and

there was fluctuation of about one percentage point. There was no evidence that there was an increasing truancy problem in the county. She had not looked at the data for the individual areas. Mrs. Praisner asked if they were talking about students who were absent for the whole day, and Dr. Frechtling said the data was on all-day absences.

Mrs. Hobbs commented that Seneca Valley had made a tremendous improvement in their loss of credit, and Sherwood and Gaithersburg were copying some of the things that Seneca Valley had done. There were specific programs such as Kingsley Wilderness and Journey to deal with the problem of truancy. She did not think they were doing enough, and she wondered whether it was the principal's responsibility to deal with attendance. Ms. Meyer replied that the principal was expected to have well publicized attendance procedures which provided accountability and follow-up. The role of the pupil personnel worker was to support the principals. When a school had exhausted its ideas and resources in working with families, they asked for the assistance of the pupil personnel worker. The PPW did make calls and met and conferred with the students and family. Mrs. Hobbs commented that when she looked at everything a pupil personnel worker was responsible for doing, she wondered why they did not increase the number of these people. For example, a principal could use a PPW more effectively to prevent problems. Dr. Pitt replied that they were very structured now in the way they used PPW's and psychologists. They also had a structured process for identifying and testing students, and a good deal of time of PPW's was focused on that process. They were trying to streamline the process to get the PPW's and others back to working directly with children. He had set the long-range goal of one psychologist to 1,000 youngsters, and they probably needed to look at PPW's in the same way.

Ms. Parker reported that the PPW rate was now one to over 4,000 students and ideally it should be one to 2,000 students. In the county there were something like 3,000 chronic truants. This meant about 120 of these students to each PPW. She indicated they had the fourth worst number of chronic truants in the state of Maryland.

Dr. Pitt remarked that they needed to deal with that kind of truant with more than one person. It had to do with a variety of things that the school system might not have control over including the home. Ms. Parker thought it would be helpful if they had a comprehensive policy so that all schools were doing similar things. For example, it should be consistent that all schools send letters and call parents before students had been out 25 percent of the time. Dr. Pitt said they were looking at the Area 3 process for use throughout the system.

Dr. Cronin commented that if they did not have some goals to aim toward they might always be coming up short. He suggested that the superintendent might recommend a combined package of the ratio of PPW's to students and a drop in the rate of truancy by a certain percentage over a certain period of time. They might try to improve daily attendance rates at particular schools by a certain percentage and have a consistent policy in place in all secondary schools. Dr. Pitt said that he would be in favor of a general policy like that in Area 3. However, they had to be careful about setting accountability goals. A child skipping school was one type, but the chronic truant was a more difficult youngster to work with, and he would not want to evaluate schools on that basis. Dr. Cronin suggested that the interaction between the principal and the area associate could include an analysis of the daily attendance rate and some goal setting.

Ms. Serino asked if they had done an evaluation of the effectiveness of behavioral assistants and the in-school suspension process. Dr. Frechtling recalled that five or six years ago when this was a pilot in several schools they had come back with some very favorable reviews. They had not done a study of absentee rates and the discipline measures in the school. Ms. Serino hoped that they would be able to do this kind of evaluation. Dr. Pitt agreed that it would be worthwhile to look at this again because they were advocating moving that way in the budget.

Mr. Goldensohn asked about what they were doing for the child who was truant in fourth or fifth grade. Dr. Pottinger replied that this was a problem, and they were seeing this at all the grade levels. This was another role of the pupil personnel worker in working with the local school to address the problem. Mr. Goldensohn suggested it might be beneficial to have a program at the elementary school level because the earlier they could change the child's pattern of behavior the easier it would be later on.

Dr. Pitt said there was evidence to suggest there was a relationship between parental attitudes toward attending school and future truancy. However, there were lots of children with supportive parents who still had difficulties. They had found that children later developed problems in attending school when early on their parents allowed them to stay home from school when they could have attended. It was important that the emphasis on daily attendance at school start at a very early age. This was a skill they could teach young parents. Mr. Goldensohn asked if they needed something else to help PPW's and counselors with this problem. Dr. Pitt thought they needed some idea of the size of the problem. Mr. Goldensohn said that in the elementary school there might be just a few students who were absent, and it was a severe problem for those children.

Ms. Parker explained that they tried to counsel the families or make referrals to appropriate agencies. They were hindered when they saw the parent not encouraging the child to attend school. They had a law, but the law did not have any teeth in it. They were no longer able to file complaints through protective services, and they did not have a procedure in the school system to go to court. Dr. Pitt added that the problems were enormous in terms of taking a parent to court. Dr. Cronin asked about the problem with juvenile services, and Ms. Parker explained that this was way down on their priority list. They wanted the student to have done something against the law before they would take the cases. They wanted the school system to file any cases, which meant the involvement of the school system's attorney.

Dr. Pitt commented that they had received advice that this was difficult to do legally. Mr. Goldensohn commented that the people in the Montgomery County court system were sympathetic to the problem, but they were overloaded and these cases were hard to substantiate. He thanked staff for their presentation and participation.

RESOLUTION NO. 26-90 Re: ESTABLISHMENT OF TELEVISION FOUNDATION,
INC.

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

WHEREAS, Private, designated funds are available for the enhancement of educational television; and

2. Mr. Goldensohn reminded the Board and the superintendent of the upcoming Odyssey of the Mind competitions which would be held at Gaithersburg on March 10. He asked the superintendent to suggest to principals and schools that they support the on-going OM efforts in the schools. He thought it might be appropriate to have a small item in the BULLETIN to remind principals about this and encourage people to attend the OM competition. Dr. Pitt thanked Mr. Goldensohn for his continuing support of Odyssey of the Mind program.

3. Dr. Pitt reported that the state was moving rapidly on the recommendations of the Sondheim Commission. They had asked local school systems to move toward an accountability program, and MCPS was already doing a lot in that area. He had asked Dr. Richard Towers to be the MCPS liaison person in this effort with the state.

RESOLUTION NO. 30-90 Re: EXECUTIVE SESSION - JANUARY 22, 1990

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

WHEREAS, The Board of Education 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 January 22, 1990, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 31-90 Re: MINUTES OF NOVEMBER 14, 1989

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

RESOLVED, That the minutes of November 14, 1989, be approved.

RESOLUTION NO. 32-90 Re: MINUTES OF NOVEMBER 28, 1989

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

RESOLVED, That the minutes of November 28, 1989, be approved.

RESOLUTION NO. 33-90 Re: MINUTES OF NOVEMBER 29, 1989

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

RESOLVED, That the minutes of November 29, 1989, be approved.

RESOLUTION NO. 36-90 Re: APPOINTMENTS TO THE AUDIT COMMITTEE

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

WHEREAS, On September 13, 1978, the Board of Education passed a resolution creating an Audit Committee; and

WHEREAS, The Audit Committee consists of three members, appointed by the president of the Board of Education, serving staggered terms of three years each, and the term of office begins on the date of the first all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Eligibility for appointment to the Audit Committee is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms for which they are appointed to the Audit Committee; and

WHEREAS, Mr. Bruce Goldensohn's term expired on November 30, 1989, and one vacancy now exists on the Audit Committee; and

WHEREAS, Dr. Robert Shoenberg was appointed to serve until November 30, 1990, and Mr. Blair Ewing was appointed to serve until November 30, 1991; and

WHEREAS, Mr. Goldensohn's term as chairperson expired on November 30, 1989; now therefore be it

RESOLVED, That Ms. Alison Serino be appointed to the Audit Committee to serve until June 30, 1990; and be it further

RESOLVED, That Dr. James Cronin be appointed to the Audit Committee to serve from July 1, 1990, until November 30, 1992; and be it further

RESOLVED, That Mr. Blair Ewing serve as chairperson of the Audit Committee until November 30, 1990.

RESOLUTION NO. 37-90 Re: APPOINTMENTS TO THE SUBCOMMITTEE ON RESEARCH AND EVALUATION

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

WHEREAS, On January 14, 1986, the Board of Education established a Subcommittee on Research and Evaluation; and

WHEREAS, The Subcommittee on Research and Evaluation consists of three members appointed by the president of the Board of Education, serving staggered terms of three years each, and the term of office begins on the date of the first all-day Board meeting in December of the year of appointment and ends three years later on November 30; and

WHEREAS, Eligibility for appointment to the Subcommittee on Research and Evaluation is limited to members of the Board of Education whose remaining terms of office with the Board are equal to or greater than the terms of which they are appointed to the Subcommittee on Research and Evaluation; and

WHEREAS, Dr. James Cronin's term expired on November 30, 1989, and one vacancy now exists on the committee; and

WHEREAS, Mrs. Marilyn Praisner was appointed to serve until November 30, 1990, and Mrs. Catherine Hobbs was appointed to serve until November 30, 1991; and

WHEREAS, Mrs. Praisner's term as chairperson expired on November 30, 1989; now therefore be it

RESOLVED, That Mrs. Sharon DiFonzo be appointed to serve until November 30, 1992; and be it further

RESOLVED, That Mrs. Marilyn Praisner serve as chairperson of the Subcommittee on Research and Evaluation until November 30, 1990.

RESOLUTION NO. 38-90 Re: APPOINTMENT OF MEMBER TO THE MONTGOMERY COUNTY ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION

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

WHEREAS, The Montgomery County Advisory Council for Vocational-Technical Education has been active since its establishment in 1977; and

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

WHEREAS, A vacancy now exists on the council due to resignation of one member; and

WHEREAS, The vacancy for the council has been advertised as directed by the Board of Education; and

WHEREAS, In accordance with the Board-approved recruitment and selection procedures, the nominee listed below was recommended by the Montgomery County Advisory Council; and

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

RESOLVED, That the Board of Education appoint the following person to complete one unexpired term terminating June 30, 1992:

Alan J. Ferraro

RESOLUTION NO. 39-90 Re: NATIONAL JUNIOR HONOR SOCIETY

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

WHEREAS, MCPS has eliminated the 9th grade at its mid level schools; and

WHEREAS, In the past the presence of the 9th grade led mid level schools to implement practices and procedures usually found in high schools; and

WHEREAS, National, state and local reports have all spoken of the need to shape the mid level school to meet the developmental and academic needs of the preadolescent, and to move from the concept of "junior high school"; and

WHEREAS, National Honor Society chapters are more in keeping with a high school setting; and

WHEREAS, There are other methods available for schools to recognize student achievements that are more in keeping with the mid level concept; now therefore be it

RESOLVED, That effective September 1990, Montgomery County Public Schools will eliminate all Junior National Honor Societies; and be it further

RESOLVED, That mid level schools are encouraged to continue to develop local programs and practices to recognize student accomplishments.

RESOLUTION NO. 40-90 Re: BOE APPEAL NO. 1989-18

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-18 (a grading matter).

RESOLUTION NO. 41-90 Re: BOE APPEAL NO. 1989-39

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-39 (tuition reimbursement).

RESOLUTION NO. 42-90 Re: BOE APPEAL NO. 1989-41

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

RESOLVED, That the Board of Education adopt its Decision and Order in BOE Appeal No. 1989-41 (tuition reimbursement).

Mrs. Praisner stated that for the record, Dr. Shoenberg had dissented on this Decision and Order.

RESOLUTION NO. 43-90 Re: MIDDLE LEVEL EDUCATION WEEK

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

WHEREAS, The members of the Board of Education and the staff of the Montgomery County Public Schools have been concerned about the needs of early adolescents; and

WHEREAS, On November 14, 1989, the Board received the report of the Mid-level Task Force which discussed the wide range of educational, emotional, and physiological needs of these children; and

WHEREAS, Board members have received "Turning Points," the report of the Carnegie Council on Adolescent Development which states, "the challenge of the 1990s is to define and create the structures of teaching and learning for young adolescents 10 to 15 years old that

will yield mature young people of competence, compassion, and promise;" and

WHEREAS, Middle level schools are specifically designed to meet the need of these early adolescents; and

WHEREAS, National Middle Level Education Week will be March 11-17, 1990, with the Maryland Middle School Association sponsoring an evening activity at Paint Branch High School on March 15, 1990; now therefore be it

RESOLVED, That the Board of Education of Montgomery County hereby declares the week of March 11-17, 1990, as Middle Level Education Week and urges middle level schools to provide opportunities for parents and citizens to learn more about middle level schools and their programs.

RESOLUTION NO. 44-90 Re: OPERATING BUDGET PUBLIC HEARINGS

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

RESOLVED, That for this year only, the Gaithersburg and Blair clusters will receive five additional minutes to testify on the operating budget.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Monthly Financial Report

Re: ADJOURNMENT

The vice president adjourned the meeting at 5:25 p.m.

PRESIDENT

SECRETARY

HP:mlw