

NUMBER :
STATUS :
PLACE :
DATE :
TEXT :

APPROVED
33-1991

Rockville, Maryland
May 14, 1991

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, May 14, 1991, at 10:05 a.m.

ROLL CALL Present: Mr. Blair G. Ewing, President
in the Chair
Mrs. Frances Brenneman
Mr. David Chang
Dr. Alan Cheung
Mrs. Sharon DiFonzo
Mrs. Carol Fanconi
Ms. Ana Sol Gutierrez
Mrs. Catherine E. Hobbs

Absent: None

Others Present: Dr. Harry Pitt, Superintendent
Dr. Paul L. Vance, Deputy Superintendent
Mr. Thomas S. Fess, Parliamentarian
Mr. Shervin Pishevar, Board Member-elect

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

RESOLUTION NO. 396-91 Re: BOARD AGENDA - MAY 14, 1991

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

RESOLVED, That the Board of Education approve its agenda for May 14, 1991, with the deferral of the item on the award of a contract for Fairland Elementary School.

RESOLUTION NO. 397-91 Re: AN AMENDMENT TO THE BOARD AGENDA
FOR MAY 14, 1991

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

RESOLVED, That the Board of Education amend its agenda for May 14, 1991, to go into executive session at 11:45 a.m.

RESOLUTION NO. 398-91 Re: SALUTE TO SCHOOL FOOD SERVICE
PERSONNEL DAY - MAY 8, 1991

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

WHEREAS, State Superintendent Joseph L. Shilling has announced

May 8, 1991, as the sixth annual "Salute to School Food Service Personnel"; and

WHEREAS, The school cafeteria and the service provided by its personnel to students, faculty, and other staff are an integral part of the operations of Montgomery County Public Schools; and

WHEREAS, The more than 11 million meals that are served annually to Montgomery County school children under the National School Lunch and School Breakfast Programs are only partial testimony of the valuable contribution made by school food service personnel each year; and

WHEREAS, School food service personnel deserve to be recognized for their dedication and continuing commitment to feeding students and offering a variety of nutrition services to the community; now therefore be it

RESOLVED, That the Board of Education does hereby recognize a selected group of food service personnel in honor of the sixth annual Salute to School Food Service Personnel in Montgomery County Public Schools; and be it further

RESOLVED, That this resolution be included in the minutes of this meeting.

Re: HONOREES

The members of the Board and superintendent of schools recognized the following individuals:

1. Fidelia Arriaza, Food Service Satellite Worker, New Hampshire Estates Elementary School
2. Michael Harting, Supply Service Worker II, Division of Food and Nutrition Services Warehouse
3. Caryl Barnett, Cafeteria Manager IV, Martin Luther King Intermediate School
4. Lise Bradette, Food Service Satellite Worker, Beverly Farms Elementary School
5. Eugenia Thomas, Food Service Satellite Worker, Goshen Elementary School
6. Eudora Powell, Cafeteria Worker II, Piney Branch Elementary School
7. Dorothy Washington, Special Education Assistant/Food Services Worker, Rock Terrace High School

Dr. Pitt presented an Above and Beyond the Call of Duty Award to Mr. John Hetterly, special education bus driver, for his efforts in saving the life of the father of one of his students.

Re: RECEIPT OF GIFT FROM IBM TO PROJECT IMPACT

Mr. Al Ellington, personnel director for IBM Federal Systems in Gaithersburg, presented a check for \$20,000 to Mrs. Helga Tarver, president of TeleSec Temporaries and current president of the Montgomery Education Connection. The funds would be used for Project Impact, the joint University of Maryland/MCPS National Science Foundation project to improve the mathematical understanding of minority students. Mr. Ewing and Dr. Pitt thanked Mr. Ellington for IBM's donation.

Re: CONTINUATION OF WORKSESSION ON MCPS
PLAN FOR IMPROVING MINORITY STUDENT
ACHIEVEMENT

Mr. Ewing announced that this was a continuation of the Board's worksession on the MCPS plan for improving minority student achievement. The Board had circulated a draft of the plan for comment to a large number of community leaders and organizations and had invited people to testify at the May 23 public hearing. On May 28, the Board would consider all comments it had received on the plan. Today's discussion was to give the Board an opportunity to review what was in the draft because the only part the Board had tentatively approved was the seven goal statements. He suggested that the Board begin its review starting with page one of the draft.

Ms. Gutierrez, chair of the Board's subcommittee, thanked the Board's advisory committee, Board members, and Board staff who had contributed to the committee's draft. She explained that they had focused on the readability of the plan and had taken out some of the redundancy that was in the original document. The language approved by the Board in the goals and one policy statement had been respected. She hoped that this morning's discussion would bring out additional Board comments.

Dr. James Moone, Dr. Mildred Morse, and Dr. Alka Wali, members of the Board's committee on minority student education, joined Board members at the table.

It seemed to Mrs. Fanconi that they needed to continue to refine the draft, and she wondered what the process would be because there was such a short time between the public hearing and the Board meeting on May 28. Mr. Ewing replied that they needed to get as many Board member comments and suggestions as possible today. If Board members had editorial changes, they should submit them in the form of a marked up copy of the draft. If they did not finish action on May 28, they would have to find some more time. Ms. Gutierrez indicated that she would welcome marked-up copies for wording and language. She suggested that they keep today's discussion at the substance level and consider additions and deletions to the document.

Mrs. Fanconi pointed out that so far the Board had concentrated on substance, but when they adopted a plan they had to be sure it was well written. Mr. Ewing said that in relation to the policy statements, the Board should agree or disagree with the statement. If the Board agreed, the statement would become the kern of a more fully developed policy statement. They should regard the items in the draft as policy positions rather than full statements of a policy.

In regard to the Vision statements, Mrs. Fanconi thought that this section could be cut considerably. She suggested that some ideas in this section could be moved to other places in the plan.

She though that the section on Vision should not be more than a page, and that there should be a process for developing that Vision with the community. She asked whether this was the kind of issue they should be discussing now. Mr. Ewing thought they could have this kind of discussion today, but on May 28 they would have to take motions. It would be helpful if Board members distributed their proposed motions in advance of that meeting.

Dr. Vance inquired about the impact of the public hearing testimony on the Board's decision-making process on May 28. Mr. Ewing replied that the intent of the hearing was to offer the public the opportunity to comment on the Board's plan which differed in some respects from Dr. Gordon's report. The public should tell the Board whether it thought the Board was headed in the right direction. The Board would have to digest the comments made at the hearing and other comments received in writing. Mrs. Fanconi thought that the public hearing would be a good opportunity to hear what people thought of the plan, but it raised some very real concerns about whether the Board would be able to do a total rewrite of the plan. Mr. Ewing agreed that they might not finish everything on May 28.

Dr. Vance commented that Mr. Ewing's response addressed two of his interests. The first was that staff would not be expected to summarize the trends they discerned in the public testimony, and the second was that Board members would spent their personal time reviewing comments and reacting to them.

Mrs. DiFonzo requested a disk of the present plan for her computer so that she would be able to make her own adjustments to the text. She would make her revised version available to her fellow Board members prior to action on May 28.

Dr. Cheung was amazed that they had come this far in writing a document by committee. He pointed out that they did not have a staff to support the Board, and as a result the members themselves became the staff. He wondered who would coordinate the changes coming from eight Board members. It seemed to him that they would have to have multiple meetings to get at these proposed changes. He hoped that the Board would look at

substance and content and delegate the editorial staff work to one Board member. Mrs. DiFonzo pointed out that the Board itself had decided they were going to write the plan. They had no one to blame but themselves.

Ms. Gutierrez asked whether this was the first time the Board had produced its own document. She thought this had been a very valuable experience, and she hoped that the Board would end up with a plan that would provide the staff with some very clear directions of where to begin in September. She hoped that everyone understood that this was an evolutionary process. Dr. Pitt replied that typically boards of education asked superintendents to develop plans, and then they critiqued these plans. In this case, the Board elected not to do that. It had happened a few times before, but it was not typical. Mr. Ewing agreed and added that from time to time something had been developed at the Board table or individual Board members had come up with a document. He said that it was extraordinarily difficult for a whole Board to do this, and he, too, was amazed at how much progress they had made. He indicated that on May 28 they could decide if they could do the whole job or if they needed more time.

Mrs. Fanconi suggested that the Board start by reviewing the policies. Ms. Gutierrez asked whether any Board members had problems with the first two sections of the plan. Mr. Ewing polled the Board on where it should start its review. Hearing no clear direction, he suggested they start with the policies. Mrs. Fanconi suggested that the policies be written in italics to distinguish them from the statements that followed. Mr. Ewing explained that the following statements could be part of the policy statements that could be translated into the policy format following the meeting on May 28.

Mrs. Fanconi suggested that staff could go ahead and make some recommendations as to how a policy would be formatted. She said that this would be helpful to her. Mr. Ewing replied that the difficulty in doing this now would be that the staff might invest time and effort to find out that the Board rejected the original statement. It seemed to Dr. Cheung that these statements should be considered as policy statements, not the policies themselves.

After adoption, the staff would look at current policies that might support the Board's document or propose new policies. Mr. Ewing agreed that all of that work would have to be done subsequently.

Mrs. Fanconi said that if she were going to vote on a policy she would need to know whether it could be implemented and whether staff had questions about the proposed policy. She felt they needed staff work to tell the Board whether the Board's intent was reflected in the policies they were setting. Mr. Ewing suggested that they consider these to be broad statements of

policy guidance, and Dr. Cheung suggested these were objectives, not really established policies.

Mrs. Brenneman proposed that they erase the word "policy" because these were not policy statements. She agreed with Mrs. Fanconi that the Board did not know whether there were existing policies in conflict with these statements. In addition, there were budget implications on some of these goals, and the Board should consider this before voting. For example, SIMS had large budget implications. They had to decide whether they could vote on something like that or whether they were saying the plan was a first step and staff would come back and develop the policies going along with the recommendations. She had questions on each one of the policies as well as the background statements.

It seemed to Mr. Ewing that they had been clear all along that to translate the plan into action would take some further steps by the Board. He pointed out that one of Dr. Gordon's suggestions was that the Board constitute itself as a continuous working committee to address these issues. The Board would have to come back to fully developed policy statements. He emphasized that the plan was a direction document as plans always were.

Ms. Gutierrez stated that the Board had identified seven simple goals, and five of them were out of Dr. Gordon's recommendations. There was a de facto statement that they were going to take the recommendations and implement them within MCPS. These goals and directions were not new to the Board or the public. The policy statements were areas where they needed to take actions to support the goals. She agreed that after they adopted the plan the staff would have to come back to the Board with the exact policies. If they started with details, they would lose the major effort in pulling together from many things in the system to improve minority student education. The plan pulled everything together and stated that these were the areas the Board wanted to work on. They did not have a mandate for the subcommittee to come up with a finalized policy statement and implementation strategies before they could take even the first step. In her mind the first step was the identification of the seven goals.

Mrs. Fanconi said as she reviewed the document she found several areas where there was a gap between the goal and the proposed policy statements. For example, Goal Three was not fleshed out in a policy statement. She thought this should be referred to staff to get inputs on gaps and on additional items from the Gordon report. She wanted to see the staff recommendations on policy before she could vote. This was an extremely important effort, and she was committed to having a quality result that did not create confusion and was definitive enough to produce the results they wanted. If necessary, they should amend the timetable to get that quality document. She thought that the

document needed to be checked to make sure they did not say one thing on one section and the opposite in another section. She pointed out that in three places they were talking about a permanent task force, a single office, and then assessment teams to assess and monitor implementation.

Mr. Ewing thought the suggestion that there be a look at the document in terms of inconsistencies was a good idea, but the Board had to decide on the initiatives and actions it wanted to pursue. In regard to Goal Three, it was true that there was not a policy proposal encompassing everything stated in the goal. The goal was stated broadly, and they recognized there would need to be some subsequent work to identify those additional policy areas. The plan was intended to be broad and inclusive but not necessarily all encompassing of everything the Board might ever want to do. It seemed to him that if they attempted to be totally comprehensive now they would not get there and they would not get something adopted in a reasonable timeframe. If they asked staff to go through this and identify all of the policies and possible policy conflicts, it would be a massive effort that would be difficult to complete in the next 10 days.

Dr. Cheung thought that the staff had always been involved in the development of the plan through Dr. Vance. There were certain objectives they were trying to achieve, and in the implementation stage it would be the responsibility of staff to analyze the implications of the policy that the Board was going to establish.

He suggested that they pull back and look at the overall picture as to what they wanted to provide in directions to the system. Later on they could prioritize the short- and long-term actions and look at resources.

Dr. Wali suggested that they use the word "directive." The policy sections could start off with a sentence such as "the Board directs MCPS to develop a policy...." It was her sense that while over the years there had been a number of actions taken on minority education, the Board had not provided clear directions. This was the first time the Board was attempting to provide that direction, and to lose the sense of the whole would be tragic at this point.

Mrs. Brenneman agreed that the word "policy" should be changed and that these issues should be referred back to the superintendent for policy development. The Board had to set some priorities, but she did not think there was ever any expectation that everything would be implemented and start on September 1. Therefore, they had to prioritize and say what could be accomplished within the next one or two months. She thought that the worksessions had been useful and that the subcommittee should be commended for coming up with a document. They now had a document of intent although they hadn't discussed every part of the document.

Mr. Ewing suggested that in the introduction to the section on goals and policies there could be a statement that these were policy objectives, and the superintendent would be asked to return to the Board at an early date with policy proposals that reflected the Board's intent. The Board could then review the superintendent's proposal, amend it if necessary, and adopt it. Dr. Moone asked what was meant by "an early date" if they were talking about the school year 1991-92. Mr. Ewing replied that the Board could ask the superintendent for some priority order for the policies. They didn't need to have a completed policy statement before embarking on some of the specifics of the plan if the Board wanted something in place by September, 1991.

Dr. Moone said that the Gordon report insisted upon new directions from the Board of Education in terms of policy. There were existing policies and the Board's priorities, and he wondered how much conflict the Board saw between new directions and existing practice. He also remarked that the committee did not want to see a long delay in implementation of the plan if there were some misunderstandings about existing policies. He did not see any conflict. Mrs. Fanconi replied that just as soon as they had a plan, the superintendent would have to respond on how it would fit into existing priorities and other programs. She pointed out that Dr. Gordon had suggested a movement from group scores to individual student scores, which was probably going to make the biggest difference. There was a lot of emphasis on staff development which meant a new direction for that organization. She commented that they had to keep intact their ability to reach 7,000 teachers.

Dr. Moone questioned whether they had the capability to and were ready to commence implementation of these goals. The committee was concerned that while they had beautiful goals they still had the same people with the same attitudes implementing something they were not quite clear on.

Mr. Ewing had every confidence that once the Board had acted that the staff would give the Board an honest response about anything they thought could not be done and would work to implement everything else to the best of their ability. However, they had more limited resources, and they were going to have to make some choices. He agreed that the issues of feasibility and timing were very important and needed to be addressed by staff. At the same time, they should not conclude that there had to be a long delay. He believed there were things that could be put in place by September and would be astonished if it were not so. At the last worksession, Dr. Vance had told the Board that he thought they ought to get on with it. Mr. Ewing was encouraged by the reaction the Board was getting from the community and from staff. The value in having the goals was to tell staff and community where they were headed. The vision statement answered the

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question of why they were headed in that direction. The policies were specific guidance on how to start moving in that direction.

The action steps answered the question of what they were going to do now and what they were going to do later.

Re: A MOTION BY MRS. FANCONI ON THE
MINORITY ACHIEVEMENT PLAN (FAILED)

A motion by Mrs. Fanconi that the Board refer the goals section to staff to ask for feedback in relation to the Gordon report as to whether there were other issues for the Board to consider in relation to policies failed with Mrs. Fanconi voting in the affirmative; Mr. Ewing, Ms. Gutierrez, and Mrs. Hobbs voting in the negative; Mrs. Brenneman, Mr. Chang, Dr. Cheung, and Mrs. DiFonzo abstaining.

Re: EXECUTIVE SESSION

The Board of Education met in executive session from noon to 1:25 p.m. to discuss personnel issues and negotiations.

Re: ANNOUNCEMENT

Mr. Ewing introduced Mr. Shervin Pishevar, student Board member-elect, and congratulated him on his recent election to the Board.

Mr. Ewing also welcomed Ms. Sue Buswell, executive director of the Maryland Association of Boards of Education.

Re: PUBLIC COMMENTS

The following individuals appeared before the Board of Education:

1. Bernardine Karns, Galway ES PTA
2. Susan Borden, Meadow Hall ES PTA
3. Jean Mallon, MCCPTA

RESOLUTION NO. 399-91 Re: PROCUREMENT CONTRACTS MORE THAN
\$25,000

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

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

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

124-91 Industrial and Technology Education Graphic
Arts Supplies

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	AWARDEES	
	American Printing Equipment and Supply	\$ 1,767
	Chaselle, Inc.	4,475
	A. B. Dick Company	6,583
	Lamination and Security Products	720
	Visual Graphics Corporation	9,419
	Visual Systems Company, Inc.	151*
	E. H. Walker Supply Company	37,888

	Total	\$ 61,003
134-91	Color Television Communications Studio System	
	AWARDEES	
	Allegheny Electronics, Inc.	\$ 1,214
	CTL Communications Televideo	76,113*
	Theatre Service and Supply Corporation	18,215
	Washington Professional Systems	44,631

	Total	\$140,173
144-91	Composition Books	
	AWARDEES	
	M. S. Ginn	\$ 14,858
	Standard Stationery Supply Company	21,039

	Total	\$ 35,897
145-91	Science Equipment for Sherwood High School	
	AWARDEES	
	Ace Scientific	\$ 1,565
	American Scale and Equipment Company, Inc.	1,362
	Baxter Scientific Products	3,386
	Carolina Biological Supply Company	479
	Central Scientific Company	909
	Denoyer-Geppert Science Company	440
	Fisher Scientific Company	5,381
	Frey Scientific Company	8,745
	Macalaster Bicknell Company of New Jersey	1,952
	Pasco Scientific	140
	Sargent-Welch Scientific Company	2,057
	Schlueter Instruments Corporation	1,251
	Science Kit, Inc.	8,312
	Southern Biological Supply Company	4,693
	Ward's Natural Science Establishment, Inc.	2,767

	Total	\$ 43,439

147-91	Printing Supplies	
	AWARDEES	
	AM Multigraphics	\$ 2,249
	Arcal Chemicals, Inc.	2,361*
	Graphic Fine Color, Inc.	122
	Graphic Systems, Inc.	3,955
	Patton Printing Supplies, Inc.	18,354
	Pitman Company, Inc.	11,696
	Vari-Tech, Inc.	869
	VGC Corporation	112
	VGC/Meeks Printing Supply Company, Inc.	4,269
	Washington Printing Supplies	1,053
	Western Newspaper Litho Supply, Inc.	39

	Total	\$ 45,079
154-91	Industrial and Technology Education General	
	Shop Equipment	
	AWARDEES	
	Diversified Educational Systems	\$ 9,013
	Enco Manufacturing Company	1,140
	Ervin Layne Company	6,889
	Phillips Supply, Inc.	2,040
	Satco, Division of Saterlee Company	14,262
	Skarie, Inc.	22,057

	Total	\$ 55,401
155-91	Industrial and Technology Education General Shop	
	Cabinetry and Benches	
	AWARDEES	
	Ervin Layne Company	\$ 14,416
	Graves-Humphreys, Inc.	26,618
	Satco, Division of Saterlee Company	6,130

	Total	\$ 46,164
	MORE THAN \$25,000	\$428,156

*Denotes MFD vendors

RESOLUTION NO. 400-91 Re: BANK NIGHT DEPOSITORY

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

WHEREAS, Bank accounts are opened for each school cafeteria for the purpose of depositing funds collected from the daily sale of foods, etc.; and

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WHEREAS, Cafeteria managers may be unable to reach the bank carrying the school cafeteria account by the bank's closing deadline on the day of cafeteria sales; and

WHEREAS, Use of drive-in lines is prohibitive because of the day both for the bank's customers and the MCPS employees; and

WHEREAS, Night bags are available to depositors who are willing to be bound by the bank's Night Depository Agreement and Regulations; and

WHEREAS, It is preferred to use night bags to deposit funds when necessary; now therefore be it

RESOLVED, That appropriate staff of Montgomery County Public Schools be authorized to deposit funds in the night depository facilities of banks; and be it further

RESOLVED, That the director of the Department of Financial Services, the director of the Division of Insurance and Retirement, and the claims officer of the Division of Insurance and Retirement are hereby authorized to act as agents for Montgomery County Public Schools to certify to the banks the names of persons designated, or rescinded, to use the night depository facilities of the banks; and be it further

RESOLVED, That the banks be given a copy of this resolution.

RESOLUTION NO. 401-91 Re: SITE SELECTION FOR FUTURE SENECA VALLEY ELEMENTARY SCHOOL #8

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

WHEREAS, The approved FY 1991 Master Plan and the FY 1991-96 Capital Improvements Program indicate the need for another elementary school to serve the Seneca Valley cluster by September, 1994; and

WHEREAS, The Board of Education, after considering two alternative locations for the future school, prefers a 13.488-acre site located within a proposed residential development known as Seneca Crossing in the Neelsville Village area of Germantown, south of Brink Road and east of Frederick Road (MD 355); and

WHEREAS, This school site was approved for acquisition by the Board on December 11, 1990, as a land dedication to be conveyed at no cost; now therefore be it

RESOLVED, That the Board of Education select the proposed 13.488-acre site to be dedicated from the future Seneca Crossing

SCHOOL	BIDDER	BID
Beall ES	B & W Communications	\$ 9,300
	B & L Services, Inc.	12,900
	Lite-Way Communications, Inc.	16,612
Gaithersburg ES #9	B & W Communications	12,200
	B & L Services, Inc.	13,000
	Lite-Way Communications, Inc.	20,205
Whetstone ES	B & W Communications	11,900
	B & L Services, Inc.	12,300
	Lite-Way Communications, Inc.	16,840
John F. Kennedy HS	Lite-Way Communications, Inc.	30,144
	B & L Services, Inc.	30,700
	B & W Communications	33,999

and

WHEREAS, The low bids are below the staff estimate of \$36,500 for the three elementary schools and \$34,000 for the high school, and funds are available to award the contracts; now therefore be it

RESOLVED, That a \$33,400 contract be awarded to B & W Communications for the installation of cable TV/telecommunications networks at Beall, Gaithersburg #9, and Whetstone elementary schools; and be it further

RESOLVED, That a \$30,144 contract be awarded to Lite-Way Communications, Inc., for the installation of cable TV/telecommunications network at John F. Kennedy High School.

RESOLUTION NO. 404-91 Re: ENERGY CONSERVATION LIGHTING MEASURES

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

WHEREAS, Bid proposals were received on April 9, 1991, to implement energy conservation lighting improvements at 19 schools; and

WHEREAS, Based on unit pricing on 33 different items, it is recommended that contracts be awarded to the vendors submitting the lowest unit prices; and

WHEREAS, The aggregate cost of the contracts is below the staff estimate of \$100,000, and sufficient funds are available in the energy conservation capital project to award contracts; now therefore be it

RESOLVED, That contracts be awarded to vendors in the amounts listed below for lighting energy conservation measures at various schools in accordance with the contract specifications dated March 18, 1991, and prepared by the Department of School Facilities:

PROJECT	BIDDER	AMOUNT
Lighting Retrofits Redland MS	Harvey W. Hottel, Inc.	\$72,130.18
Incandescent Lamp Replacements at Various Schools	TEX/AM Construction	22,799.00

RESOLUTION NO. 405-91 Re: SOUND SYSTEM EQUIPMENT - SHERWOOD
HIGH SCHOOL

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

WHEREAS, The following sealed bids were received on April 18, 1991, for the purchase of auditorium sound equipment for Sherwood High School which will be installed by September 1, 1991:

BIDDERS	AMOUNT
1. Sound System Engineering	*\$37,400
2. Washington Professional Systems	40,000
3. RCI Systems, Inc.	* 73,250

*Bids were nonresponsive due to the vendor's failure to submit a bid bond.

and

WHEREAS, The apparent low bidder did not submit a bid bond and according to state procurement statutes must be disqualified for failing to meet the bid specifications; and

WHEREAS, The next low bidder, Washington Professional Systems, met specifications and has successfully completed similar projects in the Washington metropolitan area; and

WHEREAS, The low bid is the same as the staff estimate of \$40,000; now therefore be it

RESOLVED, That a \$40,000 contract be awarded to Washington

Professional Systems, the lowest responsible bidder meeting specifications, for the purchase of auditorium sound equipment for Sherwood High School, in accordance with plans and specifications prepared by the Department of School Facilities.

RESOLUTION NO. 406-91 Re: REROOFING - SENECA VALLEY HIGH SCHOOL

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

WHEREAS, The following sealed bids were received on April 30, 1991, for the reroofing at Seneca Valley High School which will begin on June 20, 1991, and be completed by August 15, 1991:

BIDDER	AMOUNT
1. J. E. Wood & Sons Co., Inc.	\$339,400
2. Virginia Roofing Corp.	354,965
3. R. D. Bean, Inc.	369,780

and

WHEREAS, The State Interagency Committee for Public School Construction will fund 50 percent of the eligible work for this project as part of the FY 1992 systemic renovation program; and

WHEREAS, The low bidder, J. E. Wood & Sons Co., Inc., has successfully completed similar projects for Montgomery County Public Schools; and

WHEREAS, The low bid is below the staff estimate of \$356,000; now therefore be it

RESOLVED, That a \$339,400 contract be awarded to J. E. Wood & Sons Co., Inc., for the reroofing at Seneca Valley High School, in accordance with plans and specifications prepared by the Department of School Facilities subject to final action by the County Council on the FY 1992 Capital Budget; and be it further

RESOLVED, That the contract be forwarded to the State Interagency Committee for School Construction for review and approval to effect reimbursement to Montgomery County Public Schools for the state eligible portion.

RESOLUTION NO. 407-91 Re: GRANT OF RIGHT-OF-WAY AND EASEMENTS TO MONTGOMERY COUNTY GOVERNMENT AT BETHESDA MAINTENANCE DEPOT

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Chang, the following resolution was

adopted unanimously:

WHEREAS, The Montgomery County Government has requested a Deed of Dedication at the Bethesda Maintenance Depot located at Tuckerman Lane and Westlake Drive in connection with road and intersection improvements; and

WHEREAS, The road improvements will require a public dedication of 3,813 square feet of land along the Westlake Drive frontage of the site, 9,810 square feet of adjacent slope easement for grading, and 1,407 square feet of land at the intersection of Westlake Drive and Tuckerman Lane for perpetual storm drainage; and

WHEREAS, The Montgomery County Government has agreed to reforest the slope easement disturbed with a mixture of white pine and hemlock; and

WHEREAS, The proposed dedication will benefit both the school system and community by providing road improvements and adequate storm drainage facilities that will not affect any land anticipated to be utilized for maintenance or storage purposes; 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 its contractors assuming liability for all damages or injury; now therefore be it

RESOLVED, That the president and secretary be authorized to execute a deed dedicating the land needed to make road improvements at the Bethesda Maintenance Depot.

RESOLUTION NO. 408-91 Re: AWARD OF CONTRACTS FOR PLANNED
LIFE-CYCLE ASSET REPLACEMENT (PLAR)
PROJECTS AT VARIOUS SCHOOLS

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

WHEREAS, Sealed bids were received on April 18 and 19, 1991, for PLAR projects in accordance with MCPS Procurement Practices; and

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

WHEREAS, The low bids are below the budget estimates, and sufficient funds will be available in the FY 1992 Planned Life-cycle Asset Replacement (PLAR) Capital Project to award the contracts; now therefore be it

RESOLVED, That contracts be awarded, contingent upon County Council funding of the FY 1992 PLAR Capital Project, to the low bidders for the projects and the amounts listed below:

PROJECT	AMOUNT
Carpeting and Accessories for the following schools/facilities: Belmont, East Silver Spring, and Maryvale Elementary Schools and Woodward Center LOW BIDDER: Afghan Carpet Services	\$ 99,159.99
Ridgeview Intermediate School LOW BIDDER: Carpet Experts	34,033.20
Frost Intermediate School and Shady Grove Depot LOW BIDDER: Carpet Fair, Inc.	64,792.00
Longview School LOW BIDDER: Carpet Professionals	9,999.00
Carderock and Wayside Elementary Schools LOW BIDDER: Interiors Unlimited	117,308.00
Boiler and Burner Replacement for the following: McKenney Hills Center LOW BIDDER: Welch & Rushe, Inc.	33,875.00
North Lake and Rocking Horse Road Center LOW BIDDER: G & L Mechanical Services	146,367.00
Boiler and Chiller Replacement Montgomery Blair High School LOW BIDDER: EMD Mechanical Specialists	117,868.00
Ceiling Panels Replacement Woodward Center LOW BIDDER: Martin Contractors	25,344.00
Lighting Fixtures Replacement Woodward Center LOW BIDDER: Kolb Electric, Inc.	12,124.00
Cooling Tower and Pump Replacement Belmont Elementary School LOW BIDDER: M&M Welding and Fabricators	27,310.00

Steam Boiler Replacement
 Richard Montgomery High School
 LOW BIDDER: EMD Mechanical Specialists 154,207.00

Replacement Windows and Doors
 Piney Branch Elementary School
 LOW BIDDER: Northwood Contractors 153,000.00

RESOLUTION NO. 409-91 Re: RESURFACING OF RUNNING TRACKS AND
 FIELD EVENT RUNWAYS - BETHESDA-
 CHEVY CHASE AND ROCKVILLE HIGH
 SCHOOLS

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

WHEREAS, The following sealed bids were received on May 1, 1991,
 for resurfacing the running tracks at Bethesda-Chevy Chase and
 Rockville high schools:

BIDDER	AMOUNT
1. Recreational Services, Inc.	\$76,412.00
2. All Pro Court	79,920.00
3. American Tennis Courts, Inc.	83,685.00
4. Applicators, Inc.	86,125.00
5. Southwest Track Builders	86,487.86
6. Copeland Coating Co.	94,300.00

and

WHEREAS, The first and second low bidders did not meet the bid
 specifications; and

WHEREAS, It is in the best interest of Montgomery County Public
 Schools to award a contract to the third low bidder which has
 satisfactorily installed this specified track system for
 Montgomery County Public Schools; and

WHEREAS, The low bid is below the staff estimate of \$90,000; now
 therefore be it

RESOLVED, That a \$83,685 contract be awarded to American Tennis
 Courts, Inc., to resurface the running tracks at Bethesda-Chevy
 Chase and Rockville high schools.

RESOLUTION NO. 410-91 Re: FY 1991 CATEGORICAL TRANSFER WITHIN
THE PROVISION FOR FUTURE SUPPORTED
PROJECTS

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

RESOLVED, That the superintendent of schools be authorized to effect a categorical transfer of \$9,827 within the FY 1991 Provision for Future Supported Projects in accordance with the County Council provision for transfers:

CATEGORY	FROM	TO
1 Administration	\$2,436	\$
2 Instructional Sal.	6,740	
4 Special Education		9,827
10 Fixed Charges	651	
	-----	-----
TOTAL	\$9,827	\$9,827

and be it further

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

RESOLUTION NO. 411-91 Re: RESCISSION OF BOARD OF EDUCATION
RESOLUTION NO. 364-91, UTILIZATION
OF FY 1991 FUTURE SUPPORTED PROJECT
FUNDS FOR THE EDUCATION OF ALL
HANDICAPPED CHILDREN PROGRAM

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

WHEREAS, The Maryland State Department of Education (MSDE) notice of a grant award that was the basis for the supplemental appropriation request approved by the Board of Education in Resolution No. 364-91 was incorrect; now therefore be it

RESOLVED, That Resolution No. 364-91, adopted on April 22, 1991, be rescinded; and be it further

RESOLVED, That the superintendent of schools be authorized to receive and expend within the FY 91 Provision for Future Supported Projects a grant award of \$16,952 from the MSDE under The Education for All Handicapped Children Act (PL 94-142) in Category 4; and be it further

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

RESOLUTION NO. 412-91 Re: SUBMISSION OF AN FY 1991 GRANT
 PROPOSAL FOR THE IMPROVEMENT AND
 REFORM OF SCHOOLS AT EASTERN
 INTERMEDIATE SCHOOL FOR A FINE ARTS
 PROGRAM

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

RESOLVED, That the superintendent of schools be authorized to submit an FY 1991 grant proposal for approximately \$82,000 to the U.S. Department of Education (USDE) under the Fund for the Improvement and Reform of Schools and Teaching (FIRST) to expand offerings in the interdisciplinary fine arts program at Eastern Intermediate School to a broader student audience; and be it further

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

RESOLUTION NO. 413-91 Re: MONTHLY PERSONNEL REPORT

On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mr. Chang, 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. 414-91 Re: PERSONNEL TRANSFER

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

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Arthur Raymond Myrtle	Principal Cannon Road ES	Principal Somerset ES Effective: 7-1-91

Mrs. Hobbs assumed the chair.

Re: A MOTION BY MR. EWING TO AMEND THE
POLICY ON POLICYSETTING

Mr. Ewing moved and Dr. Cheung seconded the following:

RESOLVED, That the Board of Education adopt the following
revision of the Policy on Policysetting:

A. PURPOSE

To establish a definition of policy and to establish a
uniform format for policy development and implementation

B. PROCESS AND CONTENT

1. Policy is defined as the principles adopted by
resolution of the Board of Education to guide
implementation of educational programs and/or for
management of the school system. (Policy includes what
is required and may include the reasons for the policy
and the impact. State laws, bylaws of the State Board
of Education, and federal guidelines are, in effect,
mandated policies.)

2. Format for Policy Development and Implementation

a) Superintendent/Board recognizes the need for a
policy and how this relates to Board goals and
objectives

b) The Board requests or receives a policy analysis
from the superintendent and staff on the need for a new
policy or revisions to or rescissions of a policy,
including:

- (1) Relationship to other policies
- (2) Legal aspects
- (3) Cost implications
- (4) Effect on school system operation
- (5) Research on similar policies adopted by
other school systems
- (6) Alternative ways of addressing the issue

c) The policy recommendations that come to the Board
of Education shall be fully developed staff analyses,
either presented on the initiative of the
superintendent or on the initiative of one or more
Board members. If the latter is the case, the Board
member or members may call on either its own staff or
on a person temporarily assigned to the Board staff to
complete the policy analysis. If the Board wants to
generate a policy, it must do so using either the Board

member's time and effort or that of the Board staff.

The policy analysis documents that come to the Board shall have the following elements:

(1) Statement of the issue or issues or questions that are addressed

(2) Description of the background, history, nature of the problems or issues, including the location of the problem, its origins, the number and kinds of staff involved, the resources (\$) involved, and other relevant background data

(3) The options that might address or resolve the problem or issue, including for each option the cost, the benefits, the obstacles to be overcome, the strategies and actions to be employed to achieve the results, and the measures or indicators to be used to demonstrate success or failure

(4) A recommendation for selection of an option, and reasons that include comparison of options

d) The superintendent or Board member presents a proposed policy with a timeline for adoption, including the following:

(1) Any resolution introduced which involves a matter of policy shall lie on the table for at least one week before being voted upon. (The presiding officer rules as to whether any proposed resolution is a policy. If there is an emergency, this provision may be waived without notice if all members are present and there is unanimous agreement.)

(2) Opportunity for citizen and staff comment

(3) Opportunity for public hearing (if the Board desires)

(4) Opportunity for the superintendent to provide advice and recommendations

e) The Board shall adopt policies with a standard format which includes at least the following:

(1) A statement of the purpose of the policy

(2) A description of the problem or issue that

the policy addresses and purports to resolve

(3) A statement of the policy position or positions adopted by the Board, including a brief statement of the reasons and/or justification for these positions

(4) A statement of the results or outcomes desired, stated in quantified terms where possible, but also stated in qualitative terms where desirable

(5) A statement of the implementation strategies to be employed, including actions to be taken and the assignment of responsibility for implementation to a single senior official in MCPS

(6) A timetable for implementation with milestones

(7) Indicators/measures of outcomes/results

(8) Specification of when reports are to be made to the Board of Education and the public on implementation and effectiveness, results achieved, and next steps. Reports should be presented to the Board once a year, unless there is reason for more or less frequent reporting

f) After adoption, the superintendent follows up with:

(1) Regulation for implementation

(2) Publication of policy and regulation in handbook and/or distribution to affected parties

(3) Continuous monitoring of policy and implementation and reporting to the Board as required under Review and Reporting

C. REVIEW AND REPORTING

Implementing and monitoring of this policy shall be evidenced by the following indicators:

1. Each policy action shall contain a statement that the Board's Policy Format has been followed

2. All regulations developed in support of this policy shall be sent to the Board as Items of Information

second was school-related problems including getting good grades and getting into college. They had found that student stress involved families, communities, society, and schools. The county "wellness" report had substantiated this.

The report provided to the Board looked at the elements of instructional and supporting programs that addressed student stress and provided opportunities for students to develop skills in decision-making, in coping, and in managing their time. The second part of the report described some of the training programs they had for staff to help them assist students in handling stress and for staff to respond to stress-related situations.

Mrs. Fanconi asked if anyone had attended the last Youth Speak-out to hear from students about stress. Mr. Pishevar reported that he had attended and there would be a report in the near future.

Mrs. DiFonzo asked whether the stressors for the various grade levels were in a particular order. Mr. Nimitz replied that they were listed in priority order in the study. Board members had a full copy of the study which was one of the few studies that actually looked at students.

Mrs. Hobbs pointed out that one of the middle level schools had an interesting article in their monthly newsletter. They had done a stress test on students in all grades. The Guidance Department had administered the test, and it included 49 items. In the eighth grade, the five most stressful issues were too much homework, more than one test in a day, parent expectations of high grades, not getting enough sleep, and work being too difficult. In the seventh grade, these items were having more than one test in a day, having many tasks at home in addition to school work, not getting enough sleep, having too much homework, and not understanding assignments. In the sixth grade, these were having too much homework, having more than one test in a day, not having enough time for fun, not getting enough sleep, and not understanding assignments. To her not understanding assignments and having more than one test in a day were probably something they could deal with at this school.

Ms. McGuire commented that the school not only reported to the parents, but they also went to their teams to see how they could relieve some of these stressors. One thing that came out was that the students did not see the difference between quizzes and tests. Staff had worked out that students were only getting one test per day, but students might get a quiz in another area. The school had developed a unit to help students look at how to manage time and how to balance time. Very frequently with this age group, they found that students were trying to do everything.

Ms. McGuire reported that the survey had been discussed during a mid-level counselors meeting, and other schools were interested

in doing something like this. During summer training, she planned to work on this issue.

It seemed to Mrs. Fanconi that during the Youth Speak-outs, students were talking about the need to have some kind of formalized setting where they could talk to each other about how to handle time commitments. After the Speak-outs, students said they felt less isolated because they realized everyone was going through this stress. She asked for comment on how they could help students do this peer support. Dr. Ridky replied that research showed that talking these issues out was very helpful because it did reduce anxiety. However, they needed to be cautious that it was not done in a free-for-all setting and that there was some leadership. If not done correctly, it could heighten anxiety levels.

Mrs. Brenneman asked about parent involvement when they were dealing with this. She lived in a community where every after-school minute was programmed for the child. She would guess if they asked these children about stress they might say they had too much homework because they had so many other activities going on after school. Mr. Nimitz said that in one study elementary students were concerned that they did not have enough time to get homework done. He knew that local schools had had parent meetings to try to deal with these particular issues.

Ms. McGuire said that at the mid-level they had students do a time management study to look at how they spent their time after school and where they could fit in homework. The counselor might talk to the parents about time for homework. At the elementary level, teachers were able to identify students who were under stress or to look at students who were not bringing in their homework. Then they would have a parent conference to look at what was going on and what could be done to help the child. They also tried to provide some parenting programs where parents could get together because parents needed an opportunity to talk and find out what was realistic and to hear from one another. One of the interaction television shows was dedicated to dealing with stress.

Dr. Pitt commented that the biggest change in their ability to cope with stress was the elementary school counselor. Because they had counselors in schools, they got some central training which came back through the counselor to the school.

Mr. Nimitz explained that another mechanism was the educational management team process used when a teacher saw some difficulty. The student and the parents could come in and look at the options that were available at the school. Along with the training efforts, they had done cooperative training in terms of ways of helping schools, parents, and the staff. They had brought all the disciplines together rather than having each

discipline get their own training. They had worked with the Health Department, psychologists, pupil personnel, guidance, and social workers.

Dr. Ridky stated that in the last couple of years the National Association of School Psychologists had provided information on children in stress. They had a series of articles pertaining to the teacher, the parent, and the principal, and these articles could be copied and disseminated.

Dr. Vance said he had questions about the stressors as they applied to race, gender, poverty, linguistics, etc. He asked whether there were any studies on this because the stressors indicated appeared to be middle class stressors. Mr. Nimitz replied that yesterday he had attended a conference on homeless children, and there had been some studies of stress on these children. This crossed racial, ethnic, and gender barriers. Basically they were finding that there were so many stressors outside of the school so that school was a very small part for many, many students from the aspect of stress. The local school could not address many of these problems; therefore, they were using interagency ways to address these.

Ms. McGuire commented that some of the high schools had high populations of ESOL and minority students, and they were reporting much higher numbers of students who were coming in and talking about suicide. One school reported that 56 students had come in and talked about suicide. One school might report that they were dealing with 140 cases of abuses and neglect, while another school might report 25 or so.

Mrs. Hobbs asked what stress-related problems the nurses and health technicians were seeing. Ms. Matthews replied that last year the nurses did have 85 support groups going in MCPS. Those dealt with issues from drug and alcohol recovery groups, divorce, self-esteem, pregnancy, to diabetes. They saw health-related problems including drug and alcohol involvement. They saw suicide and depression. They saw children in bad economic straights, and these children were referred out to different agencies. They also saw peer and parent related problems across the board.

Mrs. Hobbs asked if support groups would continue in September despite the budget situation. Ms. Matthews replied that this remained to be seen. In school health, their number one priority was emergency care, the second was communicable diseases, and the third was to deal with crisis intervention. They did not get any staff for the new schools this year; therefore, they would be down one nurse. If there were a real priority in a school for a support group, they could probably provide it if they were not dealing with a lot of suicide or depression in that particular school. There would be 24 schools without health room

technicians this coming year.

Ms. Gutierrez remarked that the discussion had been very valuable. When reading the documents, she had come up with some basic questions which had been answered by the discussion. She asked whether what they were doing was okay in the professional judgment of staff. She asked whether there were areas where they needed to focus some additional attention. She would like to hear about the large number of language-minority parents and parenting skills. Many of the new immigrants were different from the middle class. She wondered whether the nurse and the counselor could bridge some of the language barriers.

Mr. Nimitz thought they were doing a reasonably good job in trying to address the problems. They had made a conscientious effort to train staff so that they could be more effective in dealing with these problems. The county had changed significantly over the past 10 years, and so the problems changed. They had over 500 school-aged children in Montgomery County who were homeless. They had trained pupil services staff to understand the issue, and in September they hoped to train principals and school staffs. In terms of bilingual, he and Ms. McGuire had met with the bilingual counselors, and a stress workshop had been set up for the counselors themselves. These people were making a big effort to get into the community and work with the bilingual population. There was a lot of interagency cooperation, and the Health Department had hired bilingual psychologists and therapists, but they did not have enough. He also thought they were working smarter now in terms of cooperative efforts.

Dr. Pitt explained that part of Mr. Nimitz's job was to ensure this cooperation.

Ms. McGuire observed that they could not depend on four or five bilingual counselors to solve all the problems. She had just met about a group counseling program for Hispanic males to ensure that these students had a contact person in the schools. She thought they were doing well, but she did see some areas they needed to work a little harder on. They were working on the comprehensive guidance and counseling, and they had some issues in getting all of their competencies addressed. They wanted to give students an opportunity to talk together in small groups, but this had not always proved to be possible. Sometimes they had had to resort to assembly type programs. She explained that they did not have a course in counseling and guidance, and students had to meet graduation requirements. Therefore, they had worked with the subject area people to decide where the guidance competencies could be covered in the existing curriculum.

Mr. Nimitz noted that they did have alternative programs, and

they did try to address the needs of students in these programs and to relieve some of the stresses that they had. He said that while they had a lot going on, they also had a lot of problems. Dr. Ridky commented that the outlook was somewhat pessimistic given the fact that that one out of every four youngsters in the United States lived below the poverty line. They knew that the lower socioeconomic students were more vulnerable to stresses.

Mr. Ewing agreed that they had a lot going on but there was a lot more to do. Furthermore, the activities were being carried out by people who were genuinely dedicated and hard working and, in most cases, highly effective. The problem they faced had to do with being able to specify the dimensions of the program and the trends. They were not able to do that in anything but anecdotal ways. When the Board appeared before the Council to answer the question as to why more counselors were needed, the Board had no information on trends or the dimension of the problem. He worried about that because they were not going to be able to be persuasive about resources in a tight time. The Council had been responsive to the concerns about students under stress and students at risk. However, next year would be a tough one. Until they could get to the point where they had statistics on numbers of students threatening suicide and those committing suicide in this year and that year, they would have a hard time making the case for resources.

Dr. Ridky commented that in their pupil services work group they had been talking about the fact they did not have good data. They were talking about ways to collect this data for MCPS. Mr. Nimitz added that their suicide awareness grant had a section on data collection.

Mr. Chang agreed that there were a lot of fiscal constraints, but he thought they could work with what they had. The fact that the Board adopted this as an action area in cooperation with the superintendent and staff was a good initial step. This should help them make their case before the Council. Mr. Chang thought that the report gave them a good perspective because stress cut across the lines. He realized there were differences in stress among age levels and cultures. They had discussed efforts to improve minority achievement, and he was struck by the similarities between these two issues. The first one was the need for staff development and the need for sensitivity. Teachers had to be aware of cultural differences and peer pressure among the cultures that affected stress.

Mr. Chang noted that guidance counselors were overburdened with a ratio of 266 students to each counselor. Therefore, it was difficult for counselors to work on individual concerns of students. He said it was important for them to use students as resources by looking at peer counseling and student support groups. They might think about an assembly followed by small

groups discussions led by students. While it was important to help students cope with stress, students should also learn how to avoid stress. This might be accomplished through study skills workshops and time management workshops. For example, seniors could help prepare underclassmen for the stress of the college application process. They might have a Big Brother/Big Sister program with high school students helping mid-level students prepare for high school. He pointed out that stress led to anxiety, depression, lack of motivation, withdrawal, difficulty in paying attention, low self efficacy, nightmares, thoughts of suicide, and risk-taking behavior.

Dr. Cheung commented that they were living in a very stressful society, and stress was part of daily living. They needed to differentiate between positive and negative stress rather than saying stress was all bad. There were measurements for stress that gave the probability of the likelihood of a heart attack. They were going to have very limited resources, and maybe they should think about focus. If they could identify whether there was a correlation between stress and underachievers, they could concentrate their resources to help those at risk. They might want to look at preventive measures if they could determine factors and concentrate their limited resources to show better results.

Mr. Henke explained that they attempted to accomplish this through their health education program. They had received federal funding for the drug-free schools program where they concentrated on decision-making, dealing with peer pressure, individual responsibility, etc. A lot of these were contributing factors to stress, and the program had been developed K through 8. This year they would be focusing on the high school level. In addition they had a program called, "Students Helping Other People," which had been an effective program in providing the opportunity for students to sit down and talk about their problems.

Mrs. DiFonzo asked for a judgment on how much the educators might be exacerbating the situation. They talked about putting higher demands on students and teachers, increasing the math and science requirements for graduation, scoring higher, achieving more, and doing better. They had the MSPP, Project Basic, SAT's, AP's, and exams. She asked whether they were prepared to deal with the effects of this. Mr. Nimitz said he would go back to the definition that stress was a reaction to disruptions. Again, how a person dealt with that was the issue. He agreed that well-meaning staff did cause stress but not intentionally. When the nature of the test was unknown it did cause stress, but the second time would be less stressful. He thought they were getting a lot better at knowing what the indicators of stress were.

Dr. Vance said he would like to discuss curriculum initiatives and effectuating a child-centered approach to teaching and learning. People were beginning to address this initiative where the sole emphasis was not on just content as it was on cooperative learning and other things. He asked about the curricular implications of what staff had learned about stress.

Mrs. Fanconi asked that they flag parent education for a later budget discussion. When they did the documentation, she would like them to consider things like the number of psychiatric hospitalizations and the transition services between hospitalizations and the school. They did not collect data on these and other issues. In some cases they would have to work with School Health in order to collect that data. Home Instruction might have some data. She hoped that they would discuss class rank because it was a big stressor that they could do something about at the Board level. She suggested that they have the youth advisory committee come to the Board and present their report. She asked whether the time management piece at the mid-level was for all students. Ms. McGuire replied that this was one of the competencies for the guidance program, and it was a planned program to deliver to all students. Mrs. Fanconi thought they could continue to discuss this when they received the Wellness for Youth report which the Medical Advisory Committee was going to talk about.

Dr. Pitt thought that they had to individualize stress. Two people facing the same exact situation reacted differently. For some people, stress might be an incentive to do things. They could look at general conditions causing stress, but there were individual factors that caused a person to react differently to stress. They had to be careful about generalizing in this area. Dr. Ridky added that it was the very nature of stress that enabled some students to achieve at an incredible level.

Ms. Gutierrez pointed out that this was one of the Action Areas that they were interested in. They had had a good discussion, and she suggested that the group working on this might be able to come back to the Board with high priority areas and things the Board could do in the next year or two. She was concerned because the next one or two years would be difficult because of the budget, and she thought they might be able to focus on a few priorities. She complimented staff on their efforts to gather data and asked whether they needed Board support.

Mr. Henke indicated that some of those recommendations would come out of the county report on youth wellness. The key element was trying to prevent these things from becoming problems to the point where counseling had to intervene. He pointed out that a brochure for parents had been sent out prior to the MSPP testing, and it included suggestions for parents which were all wellness and prevention factors. He believed that students would be more

successful in school and in life if they adopted these wellness factors. Dr. Ridky added that there were certain things they could do to deal with the issue of report cards to make this more positive and productive. Ms. Gutierrez recalled that Baltimore City had some public information announcements on the day that report cards were issued.

Mr. Chang asked whether students were made aware of different ways to cope with stress. Mr. Henke replied that the PROGRAM OF STUDIES for health education and guidance and counseling dealt with those issues. They had tried to focus on positive coping mechanisms. Ms. McGuire added that one of the problems was getting people to use these mechanisms. Ms. Matthews reported that in the second grade they had started a self-care unit to teach a child what to do when they got a headache or skinned their knees. This put children in control and enabled them to make decisions.

Mr. Ewing said there were a number of issues the Board would want to return to, and he thanked staff for the presentation and for their response to Board questions.

RESOLUTION NO. 416-91 Re: PRESENTATION OF PRELIMINARY PLANS -
GARRETT PARK ELEMENTARY SCHOOL

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

WHEREAS, The architect for the addition of the Garrett Park Elementary School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Garrett Park Elementary School Facilities Advisory Committee has approved the proposed schematic design; now therefore be it

RESOLVED, That the Board of Education approve the preliminary plan report for the Garrett Park Elementary School addition developed by Bryant Associates, P.C.

Re: MODERNIZATION PROJECT SCHEDULE FOR
FY92 (1991-92 SCHOOL YEAR)

Mrs. Brenneman moved and Mrs. Fanconi seconded the following:

WHEREAS, The Board of Education requested FY 92 construction funds for seven modernization projects for the 1991-92 school year as part of the FY92-97 Capital Improvements Program: Fairland, Meadow Hall, Pine Crest, and Travilah elementary schools; Thomas W. Pyle and White Oak middle schools; and Springbrook High School; and

WHEREAS, The County Council has approved funding for Fairland Elementary School and Springbrook High School as separate projects, and an aggregate sum for the remaining projects; and

WHEREAS, For the remaining projects, there was a reduction of \$4.2 million for FY92; and

WHEREAS, To meet the County Council imposed budget restraints, the superintendent recommended a one-year deferral of the Meadow Hall Elementary School modernization to FY93, but recommended that it be given priority consideration in the group of potentially eligible projects in that year; and

WHEREAS, The Board of Education requested that alternatives to the superintendent's recommendation be developed for consideration; and

WHEREAS, The Board of Education conducted a public hearing on the superintendent's recommendations and the alternatives; now therefore be it

RESOLVED, That the modernizations of Pine Crest and Travilah elementary schools, and Thomas W. Pyle and White Oak middle schools proceed as planned and be funded from approved FY92 funds; and be it further

RESOLVED, That the Meadow Hall Elementary School modernization be deferred one year to FY93 and given priority consideration in the group of potentially eligible projects; and be it further

RESOLVED, That the county executive and County Council be informed of these actions.

Mrs. Fanconi asked that the Resolved clauses be separated.

RESOLUTION NO. 417-91 Re: FIRST RESOLVED CLAUSE -
 MODERNIZATION PROJECT SCHEDULE FOR
 FY92

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

RESOLVED, That the modernizations of Pine Crest and Travilah elementary schools, and Thomas W. Pyle and White Oak middle schools proceed as planned and be funded from approved FY92 funds; and be it further

For the record, Mr. Ewing made the following statement:

"I believe that Meadow Hall ought to be funded rather than Travilah this year."

For the record, Mrs. Hobbs made the following statement:

"Four million and two hundred thousand dollars are lacking to include Meadow Hall Elementary School in the modernization schedule for FY92. Given the DEA report on construction project errors involving change orders, architect fees, design errors and omissions, and other problems as well as the very reasonable bids currently being received, I cannot support the proposed resolution. There will be only three holding schools available in the 1992-93 school year, and Meadow Hall would be competing against Ashburton, Brookhaven, Forest Knolls, and Oakland Terrace for these three spaces. In addition, Meadow Hall has already been delayed for two years."

Re: A MOTION BY MRS. BRENNEMAN ON THE
SECOND RESOLVED CLAUSE -
MODERNIZATION PROJECT SCHEDULE
(FAILED)

A motion by Mrs. Brenneman to adopt the second Resolved clause, "RESOLVED, That the Meadow Hall Elementary School modernization be deferred one year to FY93 and given priority consideration in the group of potentially eligible projects" failed with Mrs. Brenneman, (Mr. Chang), and Mrs. DiFonzo voting in the affirmative; Dr. Cheung, Mr. Ewing, Mrs. Fanconi, Ms. Gutierrez, and Mrs. Hobbs voting in the negative.

Re: A MOTION BY MS. GUTIERREZ ON THE
SECOND RESOLVED CLAUSE -
MODERNIZATION PROJECT SCHEDULE
(FAILED)

A motion by Ms. Gutierrez to adopt a substitute Resolved clause, "RESOLVED, That Meadow Hall Elementary School be given top priority consideration for funding next year" failed with Dr. Cheung, Mr. Ewing, and Ms. Gutierrez voting in the affirmative; Mrs. Brenneman, (Mr. Chang), Mrs. DiFonzo, Mrs. Fanconi, and Mrs. Hobbs voting in the negative.

Mrs. Hobbs assumed the chair.

Mrs. Gutierrez left the meeting at this point.

RESOLUTION NO. 418-91 Re: SECOND RESOLVED CLAUSE -
 MODERNIZATION PROJECT SCHEDULE

On motion of Mr. Ewing seconded by Mrs. Fanconi, the following resolution was adopted with (Mr. Chang), Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Mrs. Hobbs voting in the affirmative; Mrs. Brenneman and Mrs. DiFonzo voting in the negative:

RESOLVED, That the following second Resolved clause be approved:

RESOLVED, That the Meadow Hall Elementary School modernization be deferred one year and be considered with the rest of the projects for next year.

For the record, Mrs. DiFonzo stated, "I still prefer the original 'mushy' Resolved on the green sheet." Mrs. Brenneman expressed her agreement for the record.

Mr. Ewing assumed the chair.

Re: MODERNIZATION PROJECT SCHEDULE FOR
 FY92 (1991-92 SCHOOL YEAR)

WHEREAS, The Board of Education requested FY 92 construction funds for seven modernization projects for the 1991-92 school year as part of the FY92-97 Capital Improvements Program: Fairland, Meadow Hall, Pine Crest, and Travilah elementary schools; Thomas W. Pyle and White Oak middle schools; and Springbrook High School; and

WHEREAS, The County Council has approved funding for Fairland Elementary School and Springbrook High School as separate projects, and an aggregate sum for the remaining projects; and

WHEREAS, For the remaining projects, there was a reduction of \$4.2 million for FY92; and

WHEREAS, To meet the County Council imposed budget restraints, the superintendent recommended a one-year deferral of the Meadow Hall Elementary School modernization to FY93, but recommended that it be given priority consideration in the group of potentially eligible projects in that year; and

WHEREAS, The Board of Education requested that alternatives to the superintendent's recommendation be developed for consideration; and

WHEREAS, The Board of Education conducted a public hearing on the superintendent's recommendations and the alternatives; now therefore be it

RESOLVED, That the modernizations of Pine Crest and Travilah

elementary schools, and Thomas W. Pyle and White Oak middle schools proceed as planned and be funded from approved FY92 funds; and be it further

RESOLVED, That the Meadow Hall Elementary School modernization be deferred one year and be considered with the rest of the projects for next year.

Re: MONTHLY FINANCIAL REPORT

Dr. Pitt asked Board members if they had specific questions on the monthly financial report. Mr. Ewing asked whether they still had a \$400,000 deficit. Mr. Larry Bowers, budget director, explained that this was as of the end of March which was shortly after they had implemented the second round of measures to reduce expenditures; therefore, this did not fully reflect all of these measures.

Re: UPDATE ON OPERATING BUDGET

Dr. Pitt stated that the Budget Office had put together a paper showing the Board's actions, the Council's actions, and where they were. After the Board's action to reduce central and area office positions, the Council had cut additional positions. Those positions had not been identified specifically unless the Council targeted specific positions.

Mr. Bowers reported that last week the Council had taken some additional actions which were highlighted in the memo. As a result of energy legislation, they had added some funds back for the impact of that on the school system, and then they reduced the fuel rates for gasoline and diesel which would affect transportation. The final figure was \$719,262,067 which equalled a reduction of \$42.7 million from the Board's request. They also transferred about \$2.1 million into enterprise funds which would not count against the spending affordability ceiling. Attachment A listed all of the specific reductions that were made, and Attachment B was a detailed listing by category showing what the Board requested as well as each Council reduction by category. He had also prepared another chart showing the superintendent's budget in January by category, the Board's request, and what the Council approved. Attachment C was Schedule A of the budget which would be submitted along with the final resolution on the budget for Board action.

Mrs. Fanconi inquired about the cuts in all-day kindergarten, and Mr. Bowers indicated that it would affect 14 all-day classes in four schools. Dr. Pitt hoped to be able to do something about this. He explained that they had not identified the cuts that had just been made. For example, he would have to identify the positions to be eliminated to total \$570,000 in the central office cuts. Mr. Bowers said that in some Council cuts such as

Interrelated Arts there were specific positions eliminated. He said that Attachment D was a listing of the Board's reductions from current services in February. Attachment E added to Attachment A to show what amount was included in the Board's request for each of the items. They had tried to show the dollars or the positions. Attachments F and G got into County Council position reductions.

Mr. Ewing asked if the Council specifically identified positions in Cable Television and Interrelated Arts. Mr. Bowers replied that Cable Television was in their Briefing Book 2. The county executive denied \$49,000 for Cable Television and staff said if they had to do this they would have to eliminate a position. The position was identified and the results of that reduction were spelled out. Mr. Ewing asked whether the Council took the initiative to identify these positions on its own, and Dr. Pitt said they did not. Mr. Bowers explained that in Interrelated Arts the dollars and positions were listed on the March spending affordability list.

Mr. Bowers stated that Attachment H was a chart of central and area office position reductions since June of 1990. He estimated that with the additional cuts they would be close to a reduction of 14 percent of all positions in the central and area offices.

Mr. Ewing thanked staff for an outstanding job of pulling together information for the Board. Dr. Pitt asked Board members to submit their budget questions as soon as possible. Mr. Ewing reported that the Council would take final action on the budget on May 15. The Board had a public hearing scheduled on May 20, and it was scheduled to review the budget on May 29. Because there might need to be renegotiations with the employee organizations, it might not be possible for the Board to take final action on the budget on May 29.

Re: BOARD MEMBER COMMENTS

1. Mrs. Hobbs requested that for the June, July, and August regular meetings that the Board receive a verbal update on construction projects.
2. Mr. Chang congratulated students for their student Board member election turnout rate of 67 percent, and he congratulated Shervin Pishevar, the newly elected fourteenth student member of the Board of Education.
3. Mrs. Brenneman reported that she and Mrs. Fanconi had had lunch at Forest Knolls with a group of Japanese visitors including board of education members. It was very interesting to visit with their counterparts.
4. Mrs. Fanconi said she had attended the legal services meeting

on equity issues in Maryland. She would leave her notes in the Board Office. She had also attended an all-day special education conference on integration of special education students, and she had given that material to Dr. Vance. She reported that the equity issue would be on the state board's agenda, and she hoped to get a video tape of that meeting.

5. Mr. Ewing noted that Ms. Gutierrez had had to leave the meeting because of another pressing obligation.

6. Dr. Pitt congratulated Westland, Churchill, and Richard Montgomery for being selected as Schools of Excellence in the federal program. All three schools being considered were selected which was highly unusual.

RESOLUTION NO. 419-91 Re: EXECUTIVE SESSION - MAY 28, 1991

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

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

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on May 28, 1991, 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. 420-91 Re: MINUTES OF MARCH 26, 1991

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

RESOLVED, That the minutes of March 26, 1991, be approved.

RESOLUTION NO. 421-91 Re: MINUTES OF APRIL 11, 1991

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

RESOLVED, That the minutes of April 11, 1991, be approved.

RESOLUTION NO. 422-91 Re: MINUTES OF APRIL 24, 1991

On recommendation of the superintendent and on motion of Mrs. Fanconi seconded by Dr. Cheung, the following resolution was adopted with Mr. Chang, Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Mrs. Hobbs voting in the affirmative; Mrs. Brenneman and Mrs. DiFonzo abstaining because they had not been present for the meeting:

RESOLVED, That the minutes of April 24, 1991, be approved.

Re: A MOTION BY MS. GUTIERREZ (APRIL 22, 1991) ON THE COMPOSITION OF THE MINORITY STUDENT EDUCATION COMMITTEE (FAILED)

The following motion by Ms. Gutierrez (April 22, 1991) failed of adoption with Mrs. Brenneman, Dr. Cheung, Mr. Ewing, and Mrs. Hobbs voting in the affirmative; Mr. Chang, Mrs. DiFonzo, and Mrs. Fanconi voting in the negative:

RESOLVED, That the Board of Education change the composition of the Committee on Minority Student Education to read as follows:

25 members, of which at least:
 Four should be African-American
 Four should be Asian
 Four should be Hispanic
 Four should be white
 Four should be Native Americans
 Three will be students of different races

RESOLUTION NO. 423-91 Re: A SUBSTITUTE MOTION ON THE COMPOSITION OF THE MINORITY STUDENT EDUCATION COMMITTEE

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

RESOLVED, That the Board of Education change the composition of

the Committee on Minority Student Education to read as follows:

23 members, of which at least:
 Four should be African-American
 Four should be Asian
 Four should be Hispanic
 Four should be white
 Two should be Native Americans
 Three will be students of different races

RESOLUTION NO. 424-91 Re: AMENDMENT TO BOARD GUIDELINES ON
 COMMITTEES

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

RESOLVED, That Policy BMB - Guidelines for Board of Education Advisory Committees be amended to delete the following sentence in B. Process and Content 3.: "When a member has resigned during his/her term of office the person filling the vacancy will be appointed for the remainder of that term."

RESOLUTION NO. 425-91 Re: RECOGNIZING MCPS STAFF AND STUDENT
 ACHIEVEMENTS

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

WHEREAS, Many MCPS employees and students accomplished outstanding achievements, and thereby deserve recognition and praise from their peers, the superintendent, the Board of Education, and the public; and

WHEREAS, On February 8, 1983, the Board of Education unanimously adopted a policy establishing the practice of recognizing students' and employees' outstanding achievements; now therefore be it

RESOLVED, That the members of the Board of Education extend congratulations to students and staff for their accomplishments; and be it further

RESOLVED, That the following list of honorees be included in the minutes of this meeting: (TO BE APPENDED TO THESE MINUTES).

RESOLUTION NO. 426-91 Re: DISCUSSION OF THE RESIDENT TEACHER
 PROGRAM

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

RESOLVED, That the Board schedule a discussion of the resident teacher certification program and whether MCPS should initiate this program.

Re: PROPOSED RESOLUTION TO CONSIDER
SELECTING ALTERNATES TO ADVISORY
COMMITTEES

On April 22, 1991, Mrs. Hobbs moved and Ms. Gutierrez seconded the following resolution:

RESOLVED, That the Board of Education consider selecting alternates to those advisory committees requesting alternates.

RESOLUTION NO. 427-91 Re: SUBSTITUTE MOTION ON SELECTING
ALTERNATES TO ADVISORY COMMITTEES

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

RESOLVED, That the Board of Education will survey its advisory committees for suggestions on the appointment process and committee operations and reporting issues including the idea of appointing alternates.

RESOLUTION NO. 428-91 Re: SCHEDULING OF BLAIR HIGH SCHOOL
FACILITY PLAN

On motion of Mr. Ewing seconded by Ms. Gutierrez (on April 22, 1991), the following resolution was adopted with Mrs. Brenneman, Mr. Chang, Dr. Cheung, Mr. Ewing, Mrs. Fanconi, and Mrs. Hobbs voting in the affirmative; Mrs. DiFonzo abstaining:

RESOLVED, That the Board of Education schedule time after completion of the capital budget to begin reconsideration of the Blair High School facility plan.

For the record, Mr. Ewing stated that the superintendent had agreed to provide a plan of action on how they would consider the Blair issue.

RESOLUTION NO. 429-91 Re: APPOINTMENT OF ETHICS PANEL MEMBER

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

WHEREAS, The Board of Education adopted Resolution No. 162-84 which appointed three members to the Ethics Panel; and

WHEREAS, Mr. John Wassell was appointed for a three-year term which expired on February 28, 1991; and

WHEREAS, Mr. Wassell has indicated that he wishes to continue to serve on the Ethics Panel; now therefore be it

RESOLVED, That Mr. John Wassell be re-appointed to the Ethics Panel for a three-year term from March 1, 1991, through February 28, 1994.

RESOLUTION NO. 430-91 Re: BOE APPEAL NO. 1990-66

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

RESOLVED, That BOE Appeal No. 1990-66 (student transfer) be dismissed at the request of the appellant.

RESOLUTION NO. 431-91 Re: BOE APPEAL NO. 1991-2

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

RESOLVED, That BOE Appeal No. 1991-2 (a school age entrance matter) be dismissed at the request of the appellant.

Re: NEW BUSINESS

1. Dr. Cheung remarked that the efficiency committee had done an outstanding job, and he wondered how the Board was going to demonstrate its appreciation. Mr. Ewing suggested that they ask the superintendent to take a look at the recommendations once the Board had finished the operating budget.

2. Mrs. Hobbs moved and Mr. Chang seconded that the Board of Education schedule a discussion of the negative and positive effects associated with students working while attending MCPS.

3. Mrs. Fanconi moved and Mr. Chang seconded that the Youth Advisory Council be put on a Board agenda to present their findings.

4. Mr. Ewing moved and Dr. Cheung seconded that the Board of Education schedule a time for discussion and review of actions that might be taken to improve the educational program and student performance in the Einstein cluster schools.

5. Mr. Ewing moved and Dr. Cheung seconded the following:

RESOLVED, That the Board of Education schedule time to review and discuss the following proposal:

- a) That the Board request the superintendent to assess fully the proposal by the Board's Task Force on Efficiency to place increased numbers of students with

disabilities in regular classrooms in their neighborhood schools, and to make recommendations to the Board about the feasibility, desirability, and timing of these changes, as well as the costs and possible savings; and

- b) That the Board appoint a task force to assess this and other changes in the delivery of educational services for students with disabilities, with a view to the development of recommendations for improving the efficiency and the effectiveness of these services.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. MFD Procurement Report - Third Quarter
4. Theatre Curriculum (for future action)
5. Staff Response to the Council on Vocational-technical Education's Annual Report
6. Contract Administrative Review - Construction

Re: ADJOURNMENT

The president adjourned the meeting at 6:25 p.m.

PRESIDENT

SECRETARY

HP:mlw