

WHEREAS, If a dollar value were attached to the hours of service volunteers provided, the sum would be more than \$13 million; and

WHEREAS, As volunteers share their time, energy, and experience in schools, they inspire the school and the community to remember and renew our commitment to excellence in education; now therefore be it

RESOLVED, That the week of April 9-15, 1989, be proclaimed Volunteer Week in Montgomery County Public Schools; and be it further

RESOLVED, That the Montgomery County Board of Education express its appreciation to all volunteers for their assistance and encourage all school personnel, parents, and students to recognize and support the contributions of these volunteers.

Re: PHYSICAL EDUCATION CURRICULUM, K-12

Mr. Edward Masood, director of the Department of Health and Physical Education, stated that their presentation would focus on the in-school physical education program. They would not address issues pertaining to the extracurricular interscholastic athletic program. They would touch on issues of staffing, facilities, special countywide programs, the frequency and duration of the amount of instruction that students receive, the regular program, the adaptive and remedial programs, and the graduation requirements in the senior high school. There would be an opportunity for teachers and students to demonstrate activities contained in the curriculum. They would also demonstrate a sequence in dance from the elementary level through the senior high school.

Mr. Masood reported that the MCPS physical curriculum was designed to implement the GOALS OF EDUCATION. They paid particular attention to the goal of personal development which stated that each person matured at a different rate and possessed different capabilities. The school had the obligation to help each student understand the biological functioning of the human body, make the best of physical talents and limitations, and develop good health habits to maintain an optimum level of health throughout their lifetime. He stated that physical education was for all students because each student was given opportunities to participate with an individual design in mind.

Mr. Masood commented that at the elementary level, many physical education teachers served on educational management teams. Almost all of these teachers did activities relating to IEP specifications on gross motor coordination deficiencies. The program allowed students in the general setting and those who were mainstreamed to have active participation and social interaction with their peers and teachers. This helped students develop positive self concepts. They helped the child achieve success through cooperation rather than ridicule through eliminating kinds of activities.

Mr. Masood said that while the majority of the student activities focused on physical skill and body movement experiences, the

activities also included development of both the cognitive and affective domains. They did use activities which helped students with the higher order intellectual skill processing. They could do this with students who had language barriers through skill demonstration and activities.

Mr. Masood indicated that students progressed through sequentially planned physical activities which enabled them to acquire effective motor skills and personal fitness. Physical education contributed to the optimum development of the health and physical fitness of the student, and a major emphasis of the program was to encourage involvement in physical activity throughout life. Sedentary life styles had increased with the evolution of technology and with the mass consumption of television programming. This resulted in a population of overweight and underactive people. They hoped that students would learn skills and concepts which could be used to improve their overall health.

Mr. Masood reported that the curriculum included several units and activities in health education. They dealt with safety, first aid which was a three-week unit in Grade 7, and the Grade 8 health unit. The program included a discussion of issues related to general wellness and fitness as they related to nutrition at all grade levels. In addition to the attainment of objectives which are measured by skill tests, teacher observation, paper and pencil tests, and progress on physical fitness tests, the expected outcomes of the program included the desire to have students have fun in learning experiences in Grades K-8 so that they would elect physical education courses in Grades 9-12 beyond the physical activity graduation requirement.

Mr. Masood introduced the following staff members: Ms. Susan Antle, acting coordinator of elementary physical education; Ms. Patricia Barry and Mr. Bill Kyle, coordinators of secondary physical education and athletics; and Ms. Liz Bouve, physical education teacher specialist.

Ms. Antle stated that the entire program K-12 was coeducational. At the elementary level, the physical education teacher met the primary students one time per week for approximately 30 minutes. Intermediate classes met for 45 to 60 minutes. Whenever possible, the primary students were given an additional 30-minute class period. A few classroom teachers would provide a follow-up activity program to the physical education teacher. Recess and supervised free play were not to be construed as physical education, and the physical education teacher should not be assigned recess duty instead of teaching classes. She said that 50 of the 99 full- or part-time teachers were assigned to two schools and 41 elementary schools did not have a gymnasium. The teacher/pupil ratio was about 1 to 691, and their staffing goal was 1 to 450. This staffing goal would enable teachers to meet their classes about two and a half times per week instead of once. In Grades K-2, emphasis was on the development of movement skills, locomotor and non-locomotor activities, perceptual motor skills including eye-limb coordination

and object handling, and fundamental and creative rhythm and dance.

Their presentations would highlight perceptual motor development, creative dance, and cardio-vascular endurance. In Grades 3-5, emphasis was placed on learning more complex movement activities through folk and square dancing, basic principles of physical fitness, and an application of skills learned in primary games to sports of low organization. Games stressed cooperation and team play instead of elimination. The typical class period began with a conditioning activity, and students then divided into small groups to learn and practice specific skills. The station work the Board would see was a primary tool of the elementary teacher. Many teachers also worked with individual contracts where students could select certain required activities to learn. She explained that the traditional "stand in line and wait your turn" activity was eliminated from their program by providing many different instructional supplies for their children. The class participated in a game or activity requiring the skills that were practiced. The class period usually ended with a cool down period, an evaluation, and a discussion of the lesson that would be presented the following week. Some elementary teachers participated actively in the EMT process, and most provided individual or small group instruction for students identified as having deficiencies in gross motor coordination.

Ms. Antle reported that with few exceptions all special education students were mainstreamed into the regular instructional program. One special countywide program was Operation Fourth Grade which was a swimming program conducted at five pools in Montgomery County. About 3,500 students from 58 schools participated in a program of ten 30-minute lessons. Next year they hoped to increase participation by using another pool. The elementary program was very broad because the teacher had to develop the ability to be creative and to adapt to ever-changing facilities and supplies.

Mr. Kyle stated that students in the secondary schools participated in a daily physical education program. Instruction centered on a basic core of individual, dual, team, personal development, and health activities. There were also optional activities in these same areas and expanded offerings in dance in Grades 9-12 which students could select after they had completed the basic core. In Grades 6-8, they had emphasis on further refinement of basic skills and knowledge, practice in dance and rhythms, and increasing fitness activities. Students also begin to have more experiences in dual and team sports.

Mr. Kyle reported that in Grades 9-12 the emphasis was on integrating skills and knowledge into more complex individual and team sports and in preparing students for active adult life styles. The senior high school requirement was for students to complete three semesters of in-school physical education during Grades 9-12 or two semesters of physical education in Grades 9-12 plus two semesters of physical activity. Most students were taking three semesters of physical education for credit.

Mr. Kyle explained that instruction in games and dance was provided to improve motor skills and coordination as well as the cognitive area of strategies, rules, and safety procedures. They expected the student to understand the concept of efficient movement and individual, dual, and team activities. Students learned to participate in a number of activities so that they would enjoy them as adults. Learning to appreciate the fun and joy of sport encouraged students to continue these activities and maintain a healthy life style. Students must experience a wide variety of activities on a daily basis in order to make informed choices of lifetime sports as they go through the high school years. These must provide opportunities for students to achieve success at their own individual level.

Mr. Kyle commented that in the affective domain, experience in sports activities improved self confidence and self esteem as students master physical education objectives. Their participation strengthened peer relationships and successful socialization as they learned the value of effective leadership and well as effective "followership." Students must learn to establish personal exercise programs to test their own fitness, to interpret these results, and to solve their own fitness needs.

Ms. Bouve stated that MCPS students, parents, and guardians were very fortunate to receive three personal fitness profiles during students' school years in MCPS. During Grades 5, 8, and 10, students were given a health related fitness test designed by the American Alliance for Health, Physical Education, Recreation, and Dance. The profile gave students their actual score, a percentile score, and activities for improvement. She noted that three of the five test items would be demonstrated by students from Redland. The purpose of testing was to better inform students of their fitness level and to help teachers in assessing and evaluating instructional needs.

Ms. Bouve explained that their fitness program was much more than a test. Students were setting goals, using contracts, and keeping logs. Students could earn badges for improvement, for fitness activities beyond the scope of physical education, as well as for meeting national criterion-referenced standards.

Ms. Berry stated that physical education in MCPS today was very different from programs that adults participated in during their high school careers. P.L. 94-142 and Title IX had impacted the field of physical education. P.L. 94-142 singled out only one subject that must, by law, be taught to every student. That was physical education. Both laws had caused change in societal thinking. The physical education classroom brought all students together for one of the few educational experiences they shared. Students from special programs, ESOL, OH, and gifted and talented participated.

Able-bodied students and physically handicapped students came together to learn and have fun. Academic barriers were broken down. Students learned to follow rules, work hard together, compete against

themselves, and compete against others. They were allowed to take risks in a controlled and safe environment. They learned to accept victory and to accept defeat while improving their skills and becoming more physically fit.

Students directed by Ms. Paula Morris, Einstein High School, performed circus activities. Board and staff visited the following learning stations and activities: weight training, Nancy Bodmer, Springbrook High School; fencing, Sam Rivera, Banneker Intermediate; fitness testing, Tom Wheat, Redland Middle; rope jumping, Tom Palmer, Chevy Chase Elementary School; and juggling, Debbie Summers, Westover Elementary.

Students from Marion Griffin's classes in Wootton High School performed adaptive activities. Students of Eileen Wynne at Beverly Farms Elementary performed elementary dances, and students of Andy Smith at Tilden Intermediate demonstrated social dance. Seneca Valley High School students under the direction of Debbie Williams performed an interpretive dance.

*Mrs. Praisner joined the Board during the demonstration of physical activities.

Mr. Masood thanked all the teachers and students for their demonstrations and performances. He asked if members of the Board had questions for students or teachers.

Mrs. DiFonzo commented that she was unaware that P.L. 94-142 had spelled out physical education as the one discipline that required attention. She asked what they did for the youngster with brittle bones or the youngster in a wheel chair. She wondered whether teachers had an opportunity to dialogue with each other and share solutions. One teacher replied that the county made available an in-service course in adaptive corrective physical education. Some schools had an allocated period for students with special needs in physical education. However, it was often difficult to get these students together during one period during the day. Many of those programs depended on the individual teacher's being able to pick up a number of these students during the school day. In many cases, these students could be mainstreamed into the regular physical education classes. Another teacher suggested that it would be beneficial to have staffing allocations such that the physical education teachers could be participating members of the EMT. These teachers could give input on their work with the student and receive the benefit of the observations of other teachers. He felt that it was extremely important to have an interdisciplinary approach.

Mrs. DiFonzo noted that the Board had received a copy of the personal fitness profile sheet. She asked how students stacked up physically. Additionally, she wanted to know whether they were striving for the 50th percentile or trying to make all children excel. She asked if they would be willing to live with the fact that some children might be average. One teacher replied that the new test had dropped the norm tables. A recent study had given cutoff

points for each age group and sex which seemed to indicate that at mid-life if the students met or surpassed these goals they should be in reasonable health. Teachers wanted to see optimal health for all students.

Mrs. DiFonzo asked if youngsters were relatively fit or unfit. Staff responded that MCPS students were somewhere between the 50th and 53rd percentile nationally. This was very average. Teachers thought they had to get all students involved in physical activity beginning at the kindergarten level and going through the high school. Another teacher added that students were becoming specialized at the junior high school level. They were interested in one sport rather than the overall sports program. As a physical education teacher, he was interested in everyone learning that physical activity was an important part of their life.

Dr. Shoenberg pointed out that in the high school they had the requirement of three semesters of physical education. Students could take two semesters and have outside activities. It was his sense that the required two semesters involved a rotation among several different activities with no more than four or five weeks on any one of those activities. He realized the value of having students become acquainted with a variety of activities. He questioned whether the amount of time allocated to any one of these activities really taught any skills to those unacquainted with that activity ahead of time.

He asked why they didn't give students a choice of a physical education course that would allow one or two activities each semester. One of the teachers replied that in addition to the general physical education program with its four and a half week units, they had eleven semester specialty classes. She had the administrative support to do her semester classes in nine week blocks if she felt it would be appropriate to their population. Some students enjoyed the shorter activities, but a lot of students came back into the program for the specialized courses. A J/I/M teacher pointed out that at their level students were exposed to a variety of activities. All high schools offered survey courses as well as a lot of specialization. One of the teachers called attention to scheduling problems in high schools with only one gymnasium.

Mr. Ewing remarked that there was a variation in what high schools across the country required of their students in physical education. MCPS required a year and a half and other districts required four full years of physical education. He asked whether there was a need for this in Montgomery County, and one of the staff members replied there was, but it would require second gyms in the high school.

Mrs. Praisner asked if students were opting for the activity rather than taking a scheduled physical education course in light of the pressure on students to take more academic courses. She also asked about their experience in evaluating and monitoring those activities.

Mr. Kyle agreed to provide these figures to Mrs. Praisner. It was his sense that it was not very high. About 200 agencies had been

approved, but they could only monitor these agencies if they heard they were not working well. Mrs. Praisner asked if they had dropped any programs because they thought the program was not an adequate physical education activity. Mr. Kyle replied that they had dropped some programs. These programs had to apply to MCPS for approval, and frequently they consulted with physical education teachers about additional information they might have on these programs.

Mrs. Praisner asked if any thought had been given to removing the option of outside activities and requiring all students to take one and a half credits of physical education. Mr. Kyle thought that teachers would answer affirmatively; however, some students were turned off by physical education and should have this option. He emphasized that teachers worked very hard to make MCPS programs attractive. Mrs. Praisner commented that for her three children, the options available in the high school were so extensive that they met the needs of individual students. One of the teachers thought that the amount of students choosing the option was less than 2 percent at Springbrook.

Dr. Cronin thanked the staff and students for their presentation.

Mr. Masood called attention to two brochures in their packets. One was entitled, "Movement is Learning," which was a brief descriptor of the elementary program. The other was "Walking for Wellness" and was developed to enhance adult wellness in the work place. He invited members of the Board to accompany staff on a wellness walk. He thanked the Board for the opportunity to present the physical education curriculum.

Re: EXECUTIVE SESSION

The Board met in executive session from 11:45 to 2:25 p.m. to discuss legal issues, site items, negotiations, personnel, and appeals. *Mr. Goldensohn joined the meeting during executive session.

Re: PUBLIC COMMENTS

Ed Bohrer, mayor of the City of Gaithersburg, appeared before the Board of Education.

For the record, Dr. Cronin stated that Dr. Shoenberg had had to leave for a university commitment. Mrs. DiFonzo was out of the room and would return shortly.

RESOLUTION NO. 199-89 Re: AWARD OF PROCUREMENT CONTRACTS OVER
\$25,000

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

WHEREAS, Funds have been budgeted for the purchase of equipment,

supplies, and contractual services; now therefore be it

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

AWARDEE(S)	
88-89	Industrial Arts Automotive Supplies
	Abrasive Accessories, Inc. \$ 382
	Arter-Noone, Inc. T/A Diggs Auto Parts 566
	Auto Parts Plus, Inc. 615
	Brodhead-Garrett Company 1,003
	Estes Fleet Service Supply Company 1,825*
	Graves-Humphreys 94
	Harrington's Automotive Emporium 2,131
	MSF County Services Company 5,141
	Myco Services and Supply 1,176
	Noland Company 6,290
	Potomac Air Gas, Inc. 1,053
	Republic Auto Supply Company 71
	Seldon Enterprises 552
	Southern Auto Supply, Inc. 5,226*
	Transportation Supplies, Inc. 278
	Waters Company 332
	TOTAL \$ 26,735
93-89	Floor Maintenance Supplies
	District Supply Company, Inc. \$ 138,570*
	Hillyard, Inc. 7,417
	Huntington Laboratories, Inc. 10,432
	TOTAL \$ 156,419
94-89	Art Tools
	Brodhead-Garrett Company \$ 1,568
	Chaselle, Inc. 121,140
	Elgin School Supply Company, Inc. 1,506
	Graves-Humphreys, Inc. 2,520
	Interstate Office Supply Company 2,509*
	Magnaplan Corporation 4,239*
	Marsel Company 2,265
	National Office and School Supply 35,793
	Thompson & Cooke, Inc. 5,474*
	TOTAL \$ 177,014
101-89	Duplicating Supplies
	Carolina Ribbon \$ 3,554
	Chaselle, Inc. 30,547
	Globe Office Supply Company, Inc. 1,810*
	Home Oil Company 1,850
	I.E.S.S. 6,732*

	Interstate Office Supply Company	300*
	Landon Systems Corporation	643
	Martin Associates	1,560
	Nashua Corporation	56,337
	Nicholas P. Pipino	658
	Repeat-O-Type Mfg. Corporation	2,752
	Single Source, Inc.	10,014*
	Visual Systems Company, Inc.	15,136*
	White Rose Paper Company, Inc.	9,095
	TOTAL	\$ 140,988
103-89	Industrial Arts Electronic Supplies	
	ASI Electronics	\$ 2,243
	H. C. Baker Sales Company, Inc.	12,336
	Capitol Radio Wholesalers, Inc.	3,580
	Collins Electronics	4,036
	Columbia Electric Supply	365
	Cox Electronic, Inc.	2,875
	Fairway Electronics	258
	Mark Electronics Supply, Inc.	251
	Metco School Shop Supply	3,642
	Mouser Electronics	136
	Print Products International	173
	Pyttronic Industries, Inc.	3,878
	TOTAL	\$ 33,773
104-89	Physical Education Supplies and Equipment	
	Able Supply Company	\$ 4,297
	Allied Recreational Company	10,689
	Aluminum Athletic Equipment	1,424
	American Institutional Sales Corporation	3,217
	Anaconda-Kaye Sports, Inc.	15,885
	Artistic Typing Headquarters, Inc.	1,314*
	Atlantic Fitness Products	2,587
	American Physical Fitness	394
	Bacharach Resin	926
	BSN Corporation	11,139
	Champion Products, Inc.	116
	Cannon Sports, Inc.	11,269*
	Chestnut Industries, Inc.	140
	Direct Trade International, Inc.	4,552
	Dikan Athletic Equipment Corporation	3,588
	The Dugout Sporting Goods Company	4,857
	DVF Sporting Goods Company	22,383
	Fit For U, Inc. T/A Fitness Concepts	6,183*
	Flaghouse, Inc.	918
	Forever Sports	22,771*
	Graves-Humphreys	2,106
	Heartline Fitness Industries	11,723
	Kapland School Supply Corporation	1,169
	Lax World, Inc.	495
	Lia's Green Meadows, Inc.	1,662

Longstreth Sporting Goods	1,121*
Louisville Badminton Supply	2,667*
George F. MacArthur	1,800
Marlow Sports, Inc.	11,612
McKillen Sports	10,245
Micro Bio-Medics, Inc.	185
Mitchell & Ness	3,935*
Passon's Sports	5,390
Preston Sales and Company	9,549*
Rock Terrace High School	3,802
Harvey Ratner and Associates	1,200
George Santelli, Inc.	5,107*
Sentinel/Division Packaging Industries	846
Sport Tech (Michael J. DeRuiter, Inc.	1,712
Sportmaster	10,674
Things From Bell	996
Tiffin Athletic Mats, Inc.	2,969*
Time Out for Sports	240*
Unique Sports Products	2,734
Western Athletic	4,331
Wolverine Sports	86

TOTAL	\$ 227,005
113-89 Fresh Produce	
Lexington Produce Company	\$ 280,000
114-89 Manufacture of Art Tables	
Maryland Laminates, Inc.	\$ 41,405
89-247 Computer Transportation Routing Systems Extension	
Modeling Systems, Inc.	\$ 50,000
TOTAL OVER \$25,000	\$1,133,339

*Denotes MFD vendors

RESOLUTION NO. 200-89 Re: AWARD OF CONTRACTS FOR VARIOUS
MAINTENANCE PROJECTS

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

WHEREAS, Sealed bids were received on March 15, 1989, from qualified vendors for various maintenance projects in accordance with MCPS procurement practices; and

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

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

BIDDER	AMOUNT
1. Installation of Chain Link Fencing, Gates, and Backstops at Damascus and Gaithersburg High Schools LOW BIDDER: Frederick Fence	\$ 10,527
2. Installation of Chain Link Fencing, Gates, and Backstops at Glenallan, South Lake, and Wayside Elementary Schools and Kennedy and Magruder High Schools LOW BIDDER: Long Fence	\$124,357

RESOLUTION NO. 201-89 Re: AUTHORIZATION TO PURCHASE ADDITIONAL
PROPERTY AT SPRINGBROOK HIGH SCHOOL

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

WHEREAS, A proposal to abandon the unimproved portion of the Valley Brook Drive right-of-way adjacent to Springbrook High School was approved by the Montgomery County Planning Board last October; and

WHEREAS, The abandonment of this right-of-way will result in the conveyance of the underlying land to the Board of Education subject to the right of ingress and egress by an adjacent residential lot owner; and

WHEREAS, The Board of Education considers it in the best interests of the school to remove the right of ingress and egress from the abandoned area by purchasing an adjacent 7,767 square feet of land for this purpose; and

WHEREAS, Staff met with the owners of this adjacent parcel of land who expressed interest in selling this property for \$13,000; and

WHEREAS, There are sufficient funds in the Future School Sites Account for the acquisition of this property; now therefore be it

RESOLVED, That the superintendent be authorized to purchase 7,767 square feet of land adjacent to Springbrook High School at a price not to exceed \$13,000.

RESOLUTION NO. 202-89 Re: APPROVAL OF ARTISTS - ROLLING TERRACE
ELEMENTARY SCHOOL

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

WHEREAS, Authorization for the selection of artists to receive commissions to produce works of art is delineated in Article V, Section 1, Chapter 8, "Buildings," of the MONTGOMERY COUNTY CODE; and

WHEREAS, Staff has employed the established selection procedures; and

WHEREAS, The Montgomery County Arts Council has participated in the selection as required by law; and

WHEREAS, Funds have been appropriated for this purpose in the FY 1987 Capital Improvements Program; and

WHEREAS, The law also requires County Council approval before the Board of Education can enter into contracts with the artist; now therefore be it

RESOLVED, That the Board of Education enter into the following contractual agreements subject to County Council approval:

ARTIST	WORK	COMMISSION
Christiane T. Martens	Sculpture	\$17,000
David Fichter	Mural	\$ 3,000

and be it further

RESOLVED, That the County Council be requested to approve the above commissions to the indicated artists.

RESOLUTION NO. 203-89 Re: CHANGE ORDER OVER \$25,000 - QUINCE ORCHARD HIGH SCHOOL

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

WHEREAS, Modifications to the Quince Orchard High School building exterior were necessary to complete the project on schedule; and

WHEREAS, These changes resulted in additional costs which have been reviewed and approved by the project architect and staff; now therefore be it

RESOLVED, That a change order in the amount of \$44,673 be approved to the contract with Glen Construction Co., Inc., for additional exterior masonry work at Quince Orchard High School.

RESOLUTION NO. 204-89 Re: APPROVAL OF ENGINEERING CONTRACT - BURTONSVILLE ELEMENTARY SCHOOL ACCESS DRIVE

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

unanimously:

WHEREAS, A new access road is being planned for Burtonsville Elementary School; and

WHEREAS, Detailed design work must begin as soon as possible for the access road to be completed during the summer of 1989; now therefore be it

RESOLVED, That the firm of Charles P. Johnson & Associates be appointed to provide engineering services for the access road to Burtonsville Elementary School for a fee of \$21,000.

RESOLUTION NO. 205-89 Re: REDUCTION OF RETAINAGE - CLOVERLY ELEMENTARY SCHOOL

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

WHEREAS, Columbia Construction Co., Inc., general contractor for Cloverly Elementary School, completed approximately 65 percent of all specified requirements as of March 31, 1989, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, The American Insurance Company, in a letter dated March 21, 1989, consented to this reduction; and

WHEREAS, The project architect, William H. Doggett, recommended that this request for reduction be approved; now therefore be it

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

RESOLUTION NO. 206-89 Re: REDUCTION OF RETAINAGE - WATKINS MILL HIGH SCHOOL

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

WHEREAS, L. F. Jennings, Inc., general contractor for Watkins Mill High School, completed approximately 72 percent of all specified requirements as of March 31, 1989, and has requested that the 10 percent retainage, which is based on the completed work to date, be reduced to 5 percent; and

WHEREAS, The project bonding company, Insurance Company of North

America, in a letter dated April 5, 1989, consented to this reduction; and

WHEREAS, The project architect, Duane, Elliott, Cahill, Mullineaux & Mullineaux, recommended that this request for reduction be approved; now therefore be it

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

RESOLUTION NO. 207-89 Re: AMENDMENT TO THE FY 1989 CAPITAL BUDGET

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

WHEREAS, In coordination with the area offices an assessment of relocatable classroom space needs for September, 1989, has been completed; and

WHEREAS, To ensure that the appropriate relocatable classrooms are in place by September, 1989, it is necessary to amend the FY 1989 Capital Budget Supplemental request; now therefore be it

RESOLVED, That the Board of Education amend its supplemental FY 1989 Capital Budget request for relocatable classrooms to \$1,734,000; and be it further

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

RESOLUTION NO. 208-89 Re: SITE SELECTION FOR FUTURE HOPEWELL MIDDLE SCHOOL

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

WHEREAS, The approved FY 1989 Master Plan and the FY 1989-94 Capital Improvements Program indicate the need for another middle school to serve both the Sherwood and Magruder clusters by September, 1992; and

WHEREAS, The Board of Education, after considering two alternate locations for the future school, prefers a 19.79-acre site located on the west side of Olney Mill Road, northwest of that road's intersection with MD 108; and

WHEREAS, This school site is currently owned by the Board of

Education, having been acquired in 1969; now therefore be it

RESOLVED, That the Board of Education select the Hopewell Middle School site for the future Hopewell Middle School.

Re: AMENDMENTS TO THE FY 1990 CAPITAL
BUDGET AND FY 1990-95 CAPITAL
IMPROVEMENTS PROGRAM

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

WHEREAS, MCPS is completing development of a management plan for countywide asbestos abatement and will require an FY 1990 appropriation to begin the implementation; and

WHEREAS, Based on the County Council's tentative action on the Board of Education's FY 1990 Capital Budget and FY 1990-95 Capital Improvements Program there is a need to modify the appropriations requested or expenditures estimated for several projects; now therefore be it

RESOLVED, That the Board of Education amend its FY 1990 Capital Budget as follows:

	ORIGINAL REQUEST	AMENDED REQUEST
Asbestos Abatement (First year of Management Plan)	NA	\$3,357,000
Future School Modernizations (Includes Wheaton High School renovation and radon abatement appropriation)	\$1,070,000 -----	1,340,000 -----
SUBTOTAL	\$1,070,000	\$4,697,000

and be it further

RESOLVED, That the FY 1990-95 Capital Improvements Program be amended to increase expenditures by \$574,000 for a core capacity of 1,200 at the new Hopewell Middle School and to increase expenditures for high school second gymnasiums by \$1,095,000; and be it further

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

RESOLUTION NO. 209-89 Re: AN AMENDMENT TO THE PROPOSED RESOLUTION
ON AMENDMENTS TO THE FY 1990 CAPITAL
BUDGET AND FY 1990-95 CAPITAL
IMPROVEMENTS PROGRAM

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

RESOLVED, That the proposed resolution on amendments to the FY 1990 Capital Budget and FY 1990-95 Capital Improvements Program be amended by the addition of the following after Wheaton High School renovation:

includes \$170,000 to convert the automotive area at Wheaton High School to an art suite and provide an additional science lab

*Mrs. DiFonzo rejoined the meeting at this point.

RESOLUTION NO. 210-89 Re: AMENDMENTS TO THE FY 1990 CAPITAL BUDGET AND FY 1990-95 CAPITAL IMPROVEMENTS PROGRAM

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

WHEREAS, MCPS is completing development of a management plan for countywide asbestos abatement and will require an FY 1990 appropriation to begin the implementation; and

WHEREAS, Based on the County Council's tentative action on the Board of Education's FY 1990 Capital Budget and FY 1990-95 Capital Improvements Program there is a need to modify the appropriations requested or expenditures estimated for several projects; now therefore be it

RESOLVED, That the Board of Education amend its FY 1990 Capital Budget as follows:

	ORIGINAL REQUEST	AMENDED REQUEST
Asbestos Abatement (First year of Management Plan)	NA	\$3,357,000
Future School Modernizations (Includes Wheaton High School renovation which includes \$170,000 to convert the automotive area to an art suite and provide an additional science lab and radon abatement appropriation)	\$1,070,000	1,340,000
SUBTOTAL	----- \$1,070,000	----- \$4,697,000

and be it further

RESOLVED, That the FY 1990-95 Capital Improvements Program be amended

to increase expenditures by \$574,000 for a core capacity of 1,200 at the new Hopewell Middle School and to increase expenditures for high school second gymnasiums by \$1,095,000; and be it further

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

RESOLUTION NO. 211-89 Re: BID #111-89, COMPUTER CARTS

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

WHEREAS, At its March 28, 1989, meeting the Board of Education voted to reconsider, because of potential safety concerns, its March 14, 1989, award of contract to Banner Metals, Inc., for 1,000 computer carts; and

WHEREAS, The Board of Education has learned that Banner Metals, Inc., has agreed to use a square steel tube leg in its cart construction, at the same price, thus eliminating any possible safety hazard; and

WHEREAS, The Board of Education has the discretion to accept an immaterial modification of a bid as long as that modification is in accordance with the bid specifications and does not otherwise impair the purposes of Section 5-110 of Maryland's Public School Law; and

WHEREAS, The Board of Education has determined that the modification of Banner's bid is an immaterial modification, and is in accordance with the bid specifications, and does not impair the purposes of Section 5-110 of Maryland's Public School Law; now therefore be it

RESOLVED, That the Board of Education affirm its earlier decision on Bid #111-89, Computer Carts, and award the contract to Banner Metals, Inc.

Re: A MOTION BY MRS. PRAISNER ON THE
PROPOSED GYMNASIUM FOR KENTLANDS
ELEMENTARY SCHOOL (FAILED)

A motion by Mrs. Praisner to support the superintendent's original recommendation on the proposed gymnasium for Kentlands Elementary School failed with Dr. Cronin, Mrs. DiFonzo, (Mr. Park), and Mrs.

Praisner voting in the affirmative; Mr. Ewing and Mrs. Hobbs voting in the negative; Mr. Goldensohn abstaining.

Re: A MOTION BY MR. EWING ON THE PROPOSED
GYMNASIUM FOR KENTLANDS ELEMENTARY
SCHOOL (FAILED)

A motion by Mr. Ewing to request the City of Gaithersburg to join the Board in a request to the County Council and county executive to

support the proposed expansion of the gymnasium including bleachers failed with Mr. Ewing, Mr. Goldensohn, and Mrs. Hobbs voting in the affirmative; Dr. Cronin, (Mr. Park), and Mrs. Praisner voting in the negative; Mrs. DiFonzo abstaining.

Dr. Cronin asked that the Kentlands gymnasium be scheduled on the April 24 agenda when all Board members would be present.

RESOLUTION NO. 212-89 Re: PERSONNEL APPOINTMENT

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

RESOLVED, That the following personnel appointment be approved:

APPOINTMENT	PRESENT POSITION	AS
John C. Randall, Jr.	Principal J.E.B. Stuart HS Fairfax County Public Schools Springfield, VA	Principal Walter Johnson HS Effective: 7-1-89

RESOLUTION NO. 213-89 Re: PERSONNEL TRANSFER

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

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Lester Birchall	Principal Page ES	Principal Mill Creek Towne ES Effective: 7-1-89

RESOLUTION NO. 214-89 Re: PERSONNEL TRANSFER

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

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Daniel Shaheen	Principal Darnestown ES	Principal Carderock Springs ES Effective: 7-1-89

RESOLUTION NO. 215-89 Re: PERSONNEL TRANSFER

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

RESOLVED, That the following personnel transfer be approved:

TRANSFER	FROM	TO
Blanche Seymour	Psychologist, Diagnostic and Professional Support Team	Psychologist, Div. of Head Start Effective: 4-12-89

RESOLUTION NO. 216-89 Re: PRESENTATION OF PRELIMINARY PLANS
BURNT MILLS ELEMENTARY SCHOOL

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

WHEREAS, The architect for Burnt Mills Elementary School has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The Burnt Mills 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 Burnt Mills Elementary School developed by Smolen/Rushing + Associates, Incorporated, Architects and Planners.

Re: MONTHLY FINANCIAL REPORT

Mr. Ewing said he was a little puzzled by the statement on the first page on surplus/shortfall. It stated there was a shortfall of \$33,175, but on the third page there was projected deficit of \$1 million. Mr. Larry Bowers, director of the Department of Management, Budget, and Planning, explained that the \$33,175 was a revenue item. He said that in funding the budget the Council included any surplus generated from the prior fiscal year. MCPS had estimated a \$1.1 million figure last year. The Council had upped this to \$1.3 million without consulting MCPS. MCPS actually came in with a \$1,266,000 surplus; therefore, there was a revenue shortfall in terms of the Council's projections and the MCPS actual figures at the end of the last fiscal year. On the expenditure side, the projected deficit was \$1 million. The revenue was on the other side. He called attention to the tables appended to the report.

Mr. Ewing asked if anything had changed since February 28. Mr. Bowers replied that they would be receiving reports during the next

several days. He anticipated that the situation would be getting better. They had tried to be conservative in their estimates. This year as a part of the new organization of Management, Budget, and Planning, the department was now responsible for financial management and financial monitoring. On a monthly basis they monitored revenues and expenditures, prepared a financial report, and recommended ways to make up for any projected deficit. The specialists now worked with the managers on a monthly basis to look at line items of budgets. At the direction of the deputy superintendent, they were now requiring a quarterly forecast of all managers. The next report would be the third quarter report. For variances, managers were required to work with budget staff to identify reasons for the variances.

Mr. Ewing asked about steps between now and June. Mr. Bowers replied that measures included a freeze for all non-school-based positions. They were filling teacher positions with long-term substitutes.

There was a 45-day hiring delay for other school-based positions, but there were exceptions which included bus drivers, instructional aides, special education aides, food service workers, elementary school secretaries, and building service worker positions. They had also taken measures to restrict the use of overtime and the use of professional part-time and clerical part-time. Those must be reviewed by the primary account managers. All managers had been asked to look to see if they could cut back or curtail. They had started a furniture and equipment freeze on January 1, and as of April 1, all out-of-state travel that had not been previously approved would be cut off. In all years they had a March 15 textbook cutoff and a May 1 purchase order cutoff. They would adhere strictly to those cutoffs.

Dr. Pitt commented that their biggest problems were in two areas. One was transportation, and the other was the benefit package, primarily the health plan. In terms of the health plan, their projections were wrong. The transportation budget had been cut. They believed they could make some efficiencies in transportation, and that was probably their number one objective right now. He felt more confident about the FY 1990 budget, in that the county executive did not reduce either of those areas.

Dr. Pitt remarked that Mr. Bowers and his staff had made a difference in terms of relationships. They had good communication with OMB, and this was a big improvement. Dr. Cronin commented that the presence of Mr. Bowers at the Council table had been very helpful as well.

Re: ELIGIBILITY FOR NATIONAL HONOR SOCIETY
LOCAL CHAPTERS

Dr. Pitt introduced Mr. Jack Graham, principal of Magruder High School, who was the chair of the National Honor Society Committee. Dr. Pitt said he had supported the recommendations of this committee which allowed the Honor Society to continue to have flexibility and to maintain the criteria established by the National Honor Society.

If a school were way off base, the community and students had the opportunity to work with the school to make the requirements more feasible from their point of view.

Mr. Graham introduced Mr. Joseph Reiff, assistant principal of Sherwood High School; Dr. Thomas Marshall, principal of Springbrook High School; Dr. Joseph Dalton, principal of Wheaton High School, and Dr. Renee Brimfield, coordinator of new program development. Ms. Alice Von Saunder had been the parent representative on the committee and Ms. Anitsa Cordon, assistant principal of Walter Johnson High School, had also been on the committee.

Mr. Graham explained that about a year ago they were asked to study the question of whether or not the National Honor Society should have standardized GPA for all MCPS high schools or whether this should be continued as a local school decision. Last May they recommended that the schools be allowed the flexibility to choose and identify their own standards. The National Honor Society guidelines supported local school autonomy in making those decisions. Secondly, Montgomery County was a large school system serving different populations. It

was not unusual for the population of a school to change over a relatively short period of time.

Mrs. Praisner said she had a couple of questions. One related to the material from the national organization. She asked if they were referring to the different requirements at different grade levels when they recommended that some schools needed to review what they were doing. Mr. Graham replied affirmatively. Mrs. Praisner asked if anything had happened with that recommendation. Dr. Pitt did not believe that anything had happened. They had held off on making any general recommendations until the Board had discussed the issue.

Dr. Marshall thought that some schools had continued to do what they had been doing for a number of years despite the fact that the national guidelines had changed. The schools had probably not looked at the guidelines. Traditionally they had always set the guidelines for juniors at a higher pace than they did for seniors. This was acceptable at one time, but it had changed nationally.

Mrs. Praisner noted that there were suggestions that there be periodic opportunities for the advisors to meet and share information on strategies and procedures in selection. One recommendation suggested that guidelines need to be established not only for the academic requirements but also for the issues of character, leadership, and service. The Board did not have information on that issue. The desired to have the committee review came from a Board concern about the range of academic requirements. She asked whether there was a comparable range in those other categories. She wondered whether schools had guidelines that the committee felt comfortable with on the areas of leadership, service, and character.

Mr. Graham replied that it was much more difficult to quantify those qualities. They could never get a handle on how schools measured

character and service. The committee wondered whether schools had a way of doing this that would make it less subjective. Mrs. Praisner said their suggestion was not only that the local schools review that part, but that they also share what people were doing. She had read that there was a requirement for notification to the community. She assumed this was done through PTA or principals' newsletters. The Board received a lot of newsletters, and she was not sure she had ever seen that consistently publicized. She hoped that they could review that as well.

Mrs. Praisner asked how long it would be before Dr. Pitt took action on the recommendations. Dr. Pitt replied that they had been waiting until the Board discussion. Mrs. Praisner pointed out that they had received a memo from Dr. Shoenberg because he could not be present for the discussion. He supported the recommendation and the continuation of that at a local school level because these were local school identifications and associations with the National Honor Society, and not a school system identification. As long as the school system was monitoring and was in compliance with the national organization, she would subscribe to Dr. Shoenberg's views.

Mr. Park stated that he was having trouble forming an opinion because he was not clear as to what the individual schools were doing. He had tried to check back and find out whether the Board asked for just the grade point average or the local school policy. If so, he did not think the information before the Board was complete. If it was complete, every school was in violation of the constitution of the National Honor Society because they listed "none" under additional criteria. The national guidelines stated that membership should never be considered on the basis of grades alone. For example, Richard Montgomery High School showed "none" for additional criteria, and he knew there were additional criteria. Mr. Goldensohn explained that these were additional characteristics beyond those required by the National Honor Society.

Mr. Park asked if they had originally asked for grade point averages or their policies. Dr. Pitt said that the question asked of them was additional requirements. He thought that the paper did not do a good job of describing the situation. The purpose was to describe the additional requirements beyond those required by the National Honor Society. He thought the question asked was about requirements beyond those of the National Honor Society. Mr. Park said he was not sure this was the question the Board had asked. He requested information from each school on the implementation of the requirements of the National Honor Society in terms of how schools measured character, service, and leadership. Dr. Cronin said that essentially the request was for a copy of each individual school's policy. Dr. Pitt agreed to provide that information.

Mrs. DiFonzo said it might be appropriate to review for Mr. Park how they got to this stage today. The Board had received letters of concern from a parent whose youngster was not getting into the National Honor School at one high school. The parent discovered that the National Honor Society required a 3.0 GPA for consideration, but

the GPA at the youngster's school was higher than that. The parent was then asking for some kind of uniformity across the board. The subject came up again with another parent, and Mr. Herscovitz asked about the range used by local schools. She did not know that the inquiry was made about the other criteria. She thought that the assumption was made that if they had a chapter they were adhering to principles. The discussion was about the GPA that the individual schools required and whether the Board should establish some kind of a countywide norm for the GPA for all schools.

Mr. Park recalled that this had come up again, and there was another request for information. He did not remember that it was specifically tied to the GPA. Dr. Pitt recalled that the request was for what criteria beyond the National Honor Society's basic requirements. The assumption was that if a school had a National Honor Society it was meeting the standards of the National Honor Society. They had never checked schools to see if they met those criteria. The second had to do with a number of schools establishing GPA's higher than the minimum required by the National Honor Society.

Mr. Goldensohn said that when he had raised the question, the question was about the criteria used to establish eligibility for the National Honor Society at each one of their high schools. He had found a wide range in GPA requirements and had asked about what each school used as its guidelines. He accepted that the standards said a minimum of 3.0 which implied that it could be higher than 3.0. He did have a problem with the MCPS range from 3.0 to 3.7. One of the people involved qualified in every single high school with a National Honor Society except two. He would like to know how the faculty councils determined what the number was for a given school. The answer given to parents was that if they lowered the number they would have too many children qualifying. His intention was never to make a uniform criterion. His only suggestion would be to tighten the range to go from 3.0 to 3.3 or 3.5.

Dr. Cronin observed that if the Board started into determining parameters they were taking away a piece of local autonomy. Mr. Goldensohn remarked that of all of the criteria for the National Honor Society, this was the only one which was in black in white. Leadership in different schools varied.

Mrs. DiFonzo called attention to the National Honor Society guidelines which stated that if it were necessary to limit chapter size, the academic requirement for all candidates could be raised. She did not see that MCPS people were violating that. Mr. Goldensohn said that if a school needed to do that, he would like to know about it. He wondered who determined what was too large for a chapter. He would like to know about those criteria.

Dr. Cronin noted that another section said 85 percent, its equivalent or a higher standard set by the faculty council. Dr. Marshall recalled that at one point they were limited to a certain percentage of their student body. They should honor those youngsters in that category but not make it so magnanimous that the students would not

believe that those youngsters represented scholarship. He added that the State of Maryland recognized through a certificate the top five percent in each school. In one school, that cutoff might be 3.8. In another school, the cutoff might be 3.3. Mr. Goldensohn asked for a list of the numbers of National Honor Society members in each school for the current year.

Dr. Dalton reported that Wheaton High School had looked at this situation. They used to be 3.0, but this year the faculty council had voted to raise the standard to 3.25. In this way, it would represent scholarship and academic excellence.

Mr. Ewing recognized that the National Honor Society made its own rules and allowed for some variation. He did not have a quarrel with that. His concern was with the extent to which the Board and the superintendent might want to make it very clear that there was very strong support for the recognition of students through National Honor Society organizations. He did not think they had done that. He recalled that not too many years back the National Honor Society was regarded as an anachronism and abolished. He noted that there were a couple of schools on the list without chapters. He thought that National Honor Society chapters offered them the opportunity to give recognition not only to students who had good grades but to students who were exemplary in other ways and who ought to be role models for other students. They should show the community that they had students who were good scholars, students who were leaders, and students who were persons of the highest character. For those reasons, the Board ought to make a very strong statement in support of National Honor Society and to encourage those schools without chapters to establish them. They should insist on clear criteria as the committee had recommended to them at every school for not only scholarship but also for those other characteristics. He wanted to see what the schools had to say on the subject. There were always improvements that could be made in the specificity and clarity of the guidelines that they had. This would reduce uncertainty on the part of students and would also make it clear that National Honor Society membership was not just a matter of scholarship and that this school system was as interested in character and leadership and service as it was in scholarship. He urged the Board to make a strong statement when they returned to this discussion.

Dr. Cronin noted that this was not an action item. Other than the Board's request for the local procedures for each of the schools, he would assume that the Board supported the recommendations of the committee and urge the superintendent to proceed.

Re: REPORT OF THE SUPERINTENDENT'S
COMMITTEE ON THE WEIGHT OF SEMESTER
EXAMINATIONS AND CREDIT/NO CREDIT ISSUES

Dr. Pitt reported that this issue had been before the Board on a number of occasions. He had met with representatives of this committee to get some better understanding of their recommendations. He was supportive of several of their recommendations. The first was to make the final exam 25 percent of the final grade. He agreed they should retain their no credit/credit courses. It was a relatively minor problem wherein some students were using credit/no credit to get a higher GPA, but credit/no credit did have some value. However, this option was not very well publicized.

Dr. Pitt said there were two other recommendations. One was to review the present method of weighting. They were primarily talking about Blair and Richard Montgomery where there were special programs. He agreed that they ought to take a look at that. The other was that the grading and reporting policy be reviewed. It would be reviewed this year as part of the present Board policy.

Dr. Merrill Fisher, principal of Damascus High School, was chair of the committee. He introduced Carol Harris, a counselor at Paint Branch; Grace Smith, from Data Processing; Betsy Johnson, a parent; Ann Hare, assistant principal at Rockville High School; Bonita Connoley, English teacher at Walt Whitman High School; and Renee Brimfield, coordinator of new program development. He reported that they had additional representation from students, parents, and teachers.

Dr. Fisher stated that there were two major charges to the committee. One was to review the credit/no credit option and the impact of that on the weight and class rank. The implication was that it was being used by many students to manipulate grade point averages, which in essence manipulated class rank. While they did not do a DEA study, they did accumulate some basic data from schools. Based on the information from the fall semester, the use of the credit/no credit option by students was very limited. The idea that it was a widespread problem did not hold up. The basic idea about credit/no credit was to give students the option to take courses that they were not strong in. The committee thought this was a good idea and recommended there be no change in the credit/no credit option. They also recommended that this option be publicized by schools so that students and parents were made aware of that.

Dr. Fisher said that the second major task of the committee was to look at the weight of the final exam. The issue centered around students not taking final exams seriously because the exams had no bearing on their semester average. One option was to go all the way to 30 percent. The committee recommended increasing the weight of the final to 25 percent which would give students an opportunity to change their semester average which could be an incentive to some students. It helped students and did not cause semester averages to go lower by increasing it to 25 percent.

Dr. Fisher commented that when they looked at grade point averages, class rank became an issue. However, this was not a charge to the

committee. The major issues centered around the schools where there were high academic programs. The committee recommended that this be looked at. There were other issues having to do with grading and reporting, and that policy was scheduled to be examined.

Mrs. Johnson remarked that the perspective of class rank in special program schools was regarded by the committee as a potential issue for two reasons. The current policy of weighted grading insured that all International Baccalaureate Program courses were weighted. Students enrolled in the IB program had the opportunity to receive more weighted grades; therefore, there was a potential inequity there. There was another concern. A highly selective program attracted the most able students and put them into a setting in a particular school. At Richard Montgomery High School, the IB students comprised about one third of the student body. This changed the whole dynamic of the school setting and might lead to a situation that was disadvantageous to all groups involved. They had asked for information from the Blair magnet as well. Richard Montgomery High School had already appointed a committee that was looking into this. It was of primary concern to insure that the IB program was fully integrated. They would like to ask the school system to help them find a way that was more equitable for everyone. One proposal was the possibility of providing ranking of the regular students and not ranking the IB students. The IB students were already in a highly stressful program and should not be competing against each other. The IB program was now fully enrolled beginning in the sophomore year, and they would like to have this concern addressed as rapidly as possible.

Mrs. Praisner inquired about the number of credit/no credit courses that a student could take. Dr. Fisher replied that they could not take any required courses for graduation. They could take one in the sophomore year and two in the junior and senior year. Mrs. Praisner asked whether the issue of limiting or increasing the numbers of credit/no credit courses given the seven period day and the increased graduation requirements. Dr. Fisher replied they did discuss this, but overall the students were not using the credit/no credit option. For the fall semester, 33 students countywide were taking chemistry on a credit/no credit basis and 40 students took calculus. Other courses had seven or eight students countywide. Mrs. Praisner said the concern was that students were taking the non-honors level courses in credit/no credit; therefore, their grade point averages would be improved. Dr. Fisher reported that practically no students were taking the non-honors courses for credit/no credit. Mrs. Praisner said this indicated the problem was not really an issue, and perhaps they should encourage students to try courses on a credit/no credit basis. Mr. Park thought they should be encouraging students to take the higher advanced courses on a credit/no credit basis.

Dr. Cronin said he had a memo from Dr. Shoenberg on the inequity of students being limited to five honors courses. Dr. Fisher explained that this was no longer a stipulation. A student was no longer

limited to taking only five honors courses. Mrs. Johnson thought Dr. Shoenberg's concern related to the fact that highly competitive students were almost forced to take seven courses in order to be competitive about class rank.

Mrs. Praisner stated that she had not voted for the weighted process in the first place. She was concerned because they kept talking about students being penalized because the impact on their grade point averages. She had yet to have anyone demonstrate to her a specific case where a student lost something significant and that this was the only issue that was associated with a student's being accepted or rejected at any school. She felt that they were continuing to reinforce the stress on students when they talked about the jeopardy that students got into regarding their grade point averages. There were a variety of reasons why students were accepted to a specific school. Part of it was class rank, but another part was SAT and the overall average. There were also extracurricular activities associated with it, and the number of students applying to a college at a certain time.

Ms. Connoley reported that last year at Whitman they had a young lady who had taken very stiff courses and had a high class rank. She was not first in her class because someone had taken an easier route which might be part of this whole investigation. It was not a question of college acceptance, but many parents were incensed because she did not receive an honor they felt she justly deserved.

Dr. Pitt said that originally they had only five honors courses that could be weighted. When the Blair magnet program opened, youngsters automatically took seven courses. The Board went to seven courses, and the argument was that if it were done in one school, it had to be done countywide. He did not know that there were good solutions to some of these problems.

Mrs. Praisner thought they had to be careful in assuming that students taking the higher level courses were getting the higher grades. She called attention to a statement in the report that students in these special programs were receiving quality points for all of their courses. It was her understanding that they received quality points for all of the special courses, but they did not have a special course every period.

Mrs. Praisner recalled that they were encouraging students who were not IB students to take the IB courses. Mrs. Johnson replied that this was the hope, but in actual fact, this was not occurring. IB students were taking IB classes, and the regular students were taking regular classes. If the IB classes became popular, the question was whether to add additional sections to accommodate all students. Dr. Cronin remarked that the Board's assumption was that these courses would be available to the regular students. Mrs. Johnson replied that they were available, but they were not being utilized. Mrs. Praisner commented that the reality was that students taking special programs got the quality points for honors classes and for those special courses not necessarily for all courses they took.

Mr. Goldensohn stated that class rank became a critical factor in someone's life when they applied to a college which required students to be in the top quarter of their class. This was critical when you missed out by one or two percentage points. At Northwestern, this was an absolute line. At the University of Maryland, they negated all the honors points and computed on a straight scale.

Mr. Ewing stated that there was no policy that the Board could adopt that would address all of the variations in university admissions standards. They could not control for this. He agreed with Mrs. Praisner that it was difficult for him to see that class rank was in the end likely to be a determining factor very often. There would be people on the margin whose ranking might affect the outcome of their admission opportunities. Generally speaking though there were schools using quantitative scores as absolute cutoffs, this was not true of all schools. An intelligent applications process would include various things. Every counselor and every teacher would tell a student or parents they should make sure they had their applications in someplace that was a sure thing and then apply to other places and relax. Class rank was important in a marginal kind of way. The setting of that was not something that they could ultimately control because some colleges did not use class rank at all.

In regard to the weighting of finals, Mr. Ewing was not sure he understood why they wanted to go to 25 percent. The chart provided the Board indicated that there were few occasions when this would make a difference. He was not happy with giving weight to finals across the board throughout the system anyway and did not vote for it. He asked why going to 25 percent was worth it. Dr. Fisher replied that they were trying to address the issue that the current 20 percent rate did not provide an incentive for students to study for the final exam. Going beyond 25 percent was too much weight for a two-hour exam versus nine weeks in class. The 25 per cent was an opportunity for students in given situations to have a reason to study for an exam because they could change their outcome. He agreed that there were many instances where it would not change the outcome. Dr. Cronin noted that Dr. Shoenberg had had somewhat the same concern that Mr. Ewing had. If there were 188 students, 10 would have an incentive to study. Dr. Shoenberg was also suggesting that the numerical weight did not leave the teacher the discretion to override the final grade. Dr. Fisher explained that the teachers could force final grades for given situations where students were on an upward trend. He thought this would occur even if they increased it to 25 percent.

Dr. Cronin stated that the superintendent had agreed with three major recommendations and would prepare an appropriate resolution for action. Dr. Pitt explained that he was recommending a policy change. They would distribute the change, get input, and bring it back to the Board for action.

*Mr. Goldensohn temporarily left the meeting at this point.

RESOLUTION NO. 217-89 Re: COUNTY EXECUTIVE'S RECOMMENDATIONS ON
HEALTH SERVICES

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

WHEREAS, Health services in the Montgomery County Public Schools are provided by the Montgomery County Department of Health, Division of School Health Service; and

WHEREAS, Recent reports and Board discussions have indicated the need for increased health services in the schools; now therefore be it

RESOLVED, That the Board of Education urge the County Council to support the proposed budget of the Montgomery County Department of Health, Division of School Health Services.

RESOLUTION NO. 218-89 Re: EXECUTIVE SESSION - APRIL 24, 1989
On recommendation of the superintendent and on motion of Mrs. DiFonzo seconded by Mrs. Praisner, the following resolution was adopted unanimously:

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

RESOLVED, That the Board of Education of Montgomery County hereby conduct its meeting in executive closed session beginning on April 24, 1989, at 7:30 p.m. to discuss, consider, deliberate, and/or otherwise decide the employment, assignment, appointment, promotion, demotion, compensation, discipline, removal, or resignation of employees, appointees, or officials over whom it has jurisdiction, or any other personnel matter affecting one or more particular individuals and to comply with a specific constitutional, statutory or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter as permitted under the State Government Article, Section 10-508; and that such meeting shall continue in executive closed session until the completion of business; and be it further

RESOLVED, That such meeting continue in executive closed session at 9:30 p.m. to discuss the matters listed above as permitted under Article 76A, Section 11(a) and that such meeting shall continue in executive closed session until the completion of business.

RESOLUTION NO. 219-89 Re: MINUTES OF FEBRUARY 27, 1989

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

unanimously:

RESOLVED, That the minutes of February 27, 1989, be approved.

RESOLUTION NO. 220-89 Re: MINUTES OF MARCH 14, 1989

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

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

RESOLUTION NO. 221-89 Re: MINUTES OF MARCH 16, 1989

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

RESOLVED, That the minutes of March 16, 1989, be approved.

RESOLUTION NO. 222-89 Re: NATIONAL SECRETARIES' WEEK, APRIL 25-29, 1989

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

WHEREAS, A well-qualified and dedicated staff of secretarial and clerical employees is an integral part of an effective school system; and

WHEREAS, The Montgomery County public school system is extremely fortunate in having such a staff; and

WHEREAS, The Board of Education wishes to recognize publicly the competency and dedication of this group of employees and express its appreciation for their efforts in the effective, courteous, and economical operation of our school system; and

WHEREAS, The week of April 24 through April 28, 1989, has been designated as National Secretaries' Week; now therefore be it

RESOLVED, That National Secretaries' Week be observed by the school system during the week of April 24 through 28, 1989; and be it further

RESOLVED, That Friday, April 28, 1989, be designated as Secretaries' Day for the Montgomery County Public Schools.

Re: ORAL REPORT ON LEGISLATION

Mrs. Lois Stoner, legislative aide, reported that this was the first session she had attended where sine die was prior to midnight. The

bill affecting the Board the most was H.B. 1205, the student vote bill. Mr. Park came down to testify on the bill and did a very good job.

Mrs. Stoner said they had received \$13 million for school construction. One delegate had told her that perhaps the luckiest thing was that there was no refinancing of education. There was no change in state financing, social security, and retirement. The administration added funds for special education, EEEP, and Maryland's Tomorrow. The professional standards board bill stayed in the House rules committee, and the local right to strike bill failed by one vote.

The drug-free zone bill came out of conference yesterday. There was not a mandate for imprisonment on the first offense, but there was a mandated imprisonment on a second offense. There had been a provision requiring that signs be put up designating drug-free zones; however, Green Street was concerned because of cost and was successful in getting this changed to a permissive one. Therefore, jurisdictions wishing to put up signs may do so.

Mrs. Stoner indicated that the State Board of Education would have two additional members, and their term of office would be four years with a much enlarged mission statement. The four appointments made this summer would be interim appointments because the Senate would not be in session and able to give its advice and consent as was required.

Mrs. Stoner summarized this as the year to hold the line in educational issues. Of the 15 Senate bills on which the Board took a position, 10 died and 5 passed. Of the 34 House bills, 31 died and 3 passed. The Board had opposed most of those. She thanked Mr. Fess, Dr. Muir, Dottie Nenstiel, and Chan Park for testifying.

Dr. Cronin stated that the Board continually received reports from Annapolis about how important Mrs. Stoner was to them down there, how articulate she was, and how she expressed their needs in very clear terms. The Board was extremely fortunate and proud to have Mrs. Stone represent them in Annapolis. Dr. Pitt said that Mrs. Stoner did an outstanding job in Annapolis, but she also did an outstanding job with MCPS staff by keeping them involved. Mrs. Praisner added that Mrs. Stoner worked very well with the Green Street Coalition, especially with her expertise on monetary issues.

Mrs. Praisner recalled that the student board election bill called for them to develop criteria and procedures for that. She assumed this bill was effective on July 1 and they had until then to establish the criteria. It seemed to her that the Board needed to have some guidelines available and ready to act on prior to July 1.

Mr. Fess suggested that Mr. Titus work on this, and Mrs. Praisner commented that Ms. Bresler had had experience in this area. Mr. Fess called attention to one bill which created the office of administrative hearings at the state level. The governor had an

option to exclude education if he wished to do so. There were hearing officers at the state level for appeals. The bill centralized and assigned to administrative law judges those hearing responsibilities or rather it had the potential to assign them. This was an issue that MABE might be interested in. This might result in their not having the kinds of hearing examiners at the state they had had in the past.

*Mr. Goldensohn rejoined the meeting at this point.

Re: BOARD MEMBER COMMENTS

1. Mrs. Praisner reported that the Maryland Association of Boards of Education was the member of the National School Boards Association. The Delegate Assembly at NSBA's convention was the place where policies and issues were voted on. Montgomery County had introduced a resolution on the crash tests of school buses and on sharing that information with local boards of education. The resolution went from Montgomery County several years ago to MABE and then to NSBA. The recommendation was modified slightly because the tests had been taken. Therefore, the Montgomery County resolution was adopted in an amended form. She also called attention to a Washington POST article which stated that the National Transportation Safety Board having conducted the tests had made recommendations to phase out buses built prior to 1977.

2. At NSBA, Mrs. Praisner had attended a presentation by merit pay plans which included a presentation by Fairfax County. The two pieces of any plan were appropriate training for the evaluators and strong support from the board of education. She had copies of two publications to share with Board members. They dealt with NSBA's positions on at risk students and recommendations for school board actions on at risk students.

3. Mrs. Praisner stated that the Board had received a response to her question about admissions at the University of Maryland and the variations in different years. Maryland had commented that the variation was unusual, and they were interested in any school system comments about the difference. She requested that Mr. Goodloe, career technicians, and counselors react to this information and the variations within the years as far as student acceptance and attendance at the University of Maryland.

4. Mrs. Praisner said she had expressed her concern about the fact that they needed to focus attention on leadership management issues within the school system. She indicated that there were a variety of factors including growth, the demographics given the retirement and age of staff, professional development, and working conditions for principals and for management. She also requested the numbers of applicants for principal trainees over the last four years for elementary and secondary levels. Dr. Pitt indicated that they were already working on some of this.

5. Mrs. Praisner asked about the status of the Kensington-Parkwood

Community YMCA concerns vis-a-vis space at the school. Dr. Pitt replied that Board members had a response in today's mail.

6. Mrs. Praisner suggested that Board members look at the AMERICAN SCHOOL BOARD JOURNAL. The April issue had an article about enrollment and opening and closing of schools. Montgomery County was one of the districts highlighted in this "questionable" research. Dr. Cronin suggested that DEA might want to look at this article and respond.

7. Mr. Goldensohn said that he, too, had picked up material at the NSBA conference from four of the seminars he had attended. One was on the subject of prejudice awareness, one on the scholastic pentathlon, one on teaching about the holocaust, and one on combatting truancy. There was interest in the holocaust because people knew that Montgomery County did teach that course. Montgomery County was also referenced as having an active prejudice awareness program.

8. Mr. Goldensohn said that he and most Board members had been concerned about the question of air conditioning in older schools, particularly those schools with new air-conditioned wings. The Board had requested air conditioning for the older part of the school but had been turned down. He asked staff to look into the possibility of installing ceiling fans in the classrooms. It had been done at one elementary school by the PTA and was very effective. He did not suggest this as an alternative to air conditioning. However, he would like staff to prepare a rough estimate for what it might cost for a given elementary school of approximately 20 classrooms.

9. Mr. Park asked if the Board could send congratulations to Justin Bekelman, who had been named to the Maryland State Board of Education. Mr. Goldensohn suggested that they might want to invite Mr. Bekelman to a Board meeting.

10. In regard to the Kensington-Parkwood Y Center, Mr. Ewing understood they were looking at the possibility of putting a portable on the site in some kind of collaborative arrangement. He asked about the conclusion of that inquiry in some sort of reasonable time period. Dr. Pitt did not know what the time frame would be. Dr. Vance reported that previous efforts along these lines had not been successful because of costs and siting. Dr. Pitt added that they were looking into the possibility of getting the Y to contribute some funds. He would ask Dr. Rohr to give them an update on this.

11. Mr. Ewing reported that plans were becoming firmer for the Metropolitan Area Boards of Education and the Metropolitan Washington Council of Governments forum on May 10 at the Arlington Career Center. The forum was on the safety of students from crime and violence. Dr. Pitt had agreed to be a presenter on school policies and issues. A couple of staff members were going to take the lead in the session on the aftermath of crisis and its management. There would be a \$5 registration fee, and the Arlington Career Center was donating the use of the building.

12. Mr. Ewing reported that he had received a number of calls from parents whose children were at the New School at Piney Branch. The parents were saying their children told them the school was going to be moved because the students were misbehaving or the school would be closed down because no one wanted it and there were no funds. He had raised this issue with Dr. Pitt and Dr. Vance, and he had been assured that this was not the case. MCPS was looking for space for the school because of an increase in the enrollment at Piney Branch. He hoped they would take the opportunity to reassure parents, students, and staff that they were not about to close down the school.

13. Mr. Ewing reported that Rudy Arredondo had written a letter asking that independent fruit testing be done and not rely on assurances by suppliers that they meet standards. Both he and Mrs. Hobbs had raised a question about that. He understood staff was exploring this, and he wondered what they might expect in the way of a response to that suggestion. Dr. Pitt replied that staff was looking into what the state recommendations were and were also talking to Dr. Wasserman of the Health Department. He reported that Mrs. Styer had recognized this problem over two years ago and had required sign-offs since 1986. Mr. Ewing explained that he was not suggesting they were delinquent in addressing the issue. He was suggesting that assurances by suppliers were one thing and testing the fruit yourself was another thing.

14. Dr. Cronin reported that when he was in Anaheim he had an opportunity to attend a session about a program in Ottawa. They contracted with one of the shopping centers to put a classroom in for 18 to 21 year-old mentally handicapped students. They had a kitchen, living room, classroom, and teacher area. The students worked in jobs in the shopping center and rotated in these jobs every eight weeks. The students were receiving on the job training as adults for transition into the world of work. They also had a classroom environment to discuss how they were functioning in their jobs. He thought that MCPS might want to look at this program.

15. In addition, Dr. Cronin had attended a session on how a community support program within the local communities could also assist the school system in a coordination of services. Montgomery County was mentioned several times. He said that before attending NSBA he had had an opportunity to talk with the county executive about coordination of county services. Dr. Cronin said he would like to ask Dr. Vance and some county people to work with him to prepare a plan for submission to the Board. Mrs. Praisner said that it was important for Dr. Cronin to bring this to the Board to see how the Board felt about it before anything was done. The Board had never discussed this as a Board or taken any position. She suggested that he prepare a paper before bringing this up as new business.

16. Mrs. DiFonzo stated that in executive session she had raised two items which she planned to bring up as new business. However, she thought the superintendent had agreed to move forward and an item of

new business would not be necessary. She had talked about establishing a discussion of personnel procedures, processes, and policies. It would be an executive session discussion.

17. Mrs. DiFonzo reported that Mr. Park had told her that he had been accepted by that major university on the West Coast.

18. Dr. Pitt indicated that he, too, had attended NSBA this year. He was very impressed with the caliber of the meetings and presentations as well as the organization. He thought it was worthwhile and he got some ideas they could pursue.

RESOLUTION NO. 223-89 Re: REVIEW OF NEW TEACHER HIRING LEVELS

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

RESOLVED, That the Board of Education review the new teacher hiring issue, the number of new teachers being hired, the new teacher hiring rate, and MCPS policies and regulations.

RESOLUTION NO. 224-89 Re: DISCUSSION OF BUDGET REVIEW PROCESS

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

RESOLVED, That the Board schedule a discussion of the Board's participation in the budget process including the Board review and action and the public hearing process, prior to or no later than early this fall, and in preparation for this discussion, staff is directed to review procedures in other school districts and to solicit community comments on the budget process.

RESOLUTION NO. 225-89 Re: DISCUSSION OF MULTIYEAR GOAL FOR EXPANSION OF ALL-DAY KINDERGARTEN

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

RESOLVED, That the Board schedule a time to discuss the setting of a multiyear goal for the expansion of all-day kindergarten.

Re: ITEMS OF INFORMATION

Board members received the following items of information:

1. Items in Process
2. Construction Progress Report
3. Quarterly Change Order Report

Re: ADJOURNMENT

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

PRESIDENT

SECRETARY

HP:mlw