TENTATIVE, SUBJECT TO CHANGE

MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, March 23, 2004
3:00 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for March 23, 2004

IV. MINUTES
Consideration of the Open and Closed Minutes of February 10, 2004

V. SUPERINTENDENT’S REPORT

VI. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS AND
ADVISORY COUNCIL APPOINTMENTS OF MARCH 9, 2004

(Mr. Grimsley)

VII. OLD BUSINESS
Consideration of Proposed Policy 2372 – Conduct: Tobacco (Third
Reading)
(Ms. Satterfield)

Exhibit B

VIII. REPORTS
A. Report on Middle School Task Force
(Dr. Grant)
Exhibit C

(Mr. Sasiadek)
Exhibit D

IX. NEW BUSINESS
A. Consideration of consent to the following personnel matters:
   (Mr. Grimsley)
1. Retirements
   Exhibit E
2. Resignations
   Exhibit F
3. Leaves
   Exhibit G
4. Deaths
   Exhibit G-1
5. Advisory Council Appointment
   Exhibit H
B. Consideration of consent to the following contract awards:

1. Educational Services for the Judith P. Hoyer Early Care and Education Center Extension
2. Office of Science PreK-12: Curriculum Materials and Equipment
3. Reading Textbooks and Materials for Grade 6

C. Consideration of consent to the following Building Committee Recommendations:

1. Award of Contract – Various Construction Packages at Woodholme Elementary School
2. Award of Contract – ADA Upgrades at Westowne Elementary School
3. Award of Contract – Kitchen Hood Replacements at Catonsville High, Deer Park Middle Magnet, Franklin High, Lansdowne High, and Woodlawn Middle Schools
4. Award of Contract – Systemic Renovations at Golden Ring Middle School
5. Request to Negotiate – Design Services for Systemic Renovations at Arbutus Middle School, Sudbrook Magnet Middle School, Ridgely Middle School, and Southwest Academy
6. Change Order – Construction Inspection Services for Systemic Renovations at Dundalk Middle, Franklin Middle, and Parkville Middle Schools
7. Increase Contingency Authorization – Boiler Replacement at Deer Park Middle Magnet School

D. Consideration of School Legislation

XI. INFORMATION

A. Revised Rule 2372 – Conduct: Tobacco
XII. ANNOUNCEMENTS

A. Constituent Groups
B. Public Comment

Next Board Meeting        April 20, 2004
7:30 PM                     Greenwood
The Board of Education of Baltimore County, Maryland, met in open session at 4:08 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Mrs. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John Hayden, Ms. Jean Jung, Mr. Michael P. Kennedy, and Ms. Joy Shillman. In addition, Mr. J. Robert Haines, Deputy Superintendent of Business Services, and staff members were present.

The Board entertained oral argument in Hearing Examiner’s Case #02-22. The matter was heard in closed session.

In addition to the above listed Board members, also in attendance were the Appellant; the Mr. J. Robert Haines, Deputy Superintendent of Business Services; Dr. Richard Milbourne, Executive Director of Schools, Southwest Area; Margaret-Ann F. Howie, Esq., Legal Counsel to the Superintendent; Nevett Steele, Jr., Esq., Assistant County Attorney; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

Mr. Walker entered the room at 4:14 p.m.

The proceedings of the hearing were recorded by a court reporter.

The hearing was concluded at 4:41 p.m.

Board members deliberated on the case.

At 5:35 p.m., Mr. Hayden moved the Board go into open session. The motion was seconded by Mr. Walker and unanimously approved by the Board.

Mr. Sasiadek reviewed the following housekeeping items:

- Commencement Schedule for 2004
- Board members were reminded of upcoming functions.

At 5:39 p.m., Mr. Kennedy moved the Board go into closed session to discuss personnel matters and to conduct matters related to the negotiations pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1) and (a)(9). The motion was seconded by Mr. Arnold and unanimously approved by the Board.
CLOSED SESSION MINUTES

Mr. Randy Grimsley, Executive Director of Human Resources, reviewed with Board members personnel matters to be considered this evening.

Mr. Grimsley reviewed briefly with Board members matters relating to upcoming negotiations with the bargaining units.

At 5:46 p.m., Mr. Walker moved the Board go into executive session to discuss the Superintendent’s contract, a personnel matter pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1). The motion was seconded by Mr. Hayden and unanimously approved by the Board.

Board members discussed an evaluation of the Superintendent and the Superintendent’s contract.

At 6:50 p.m., Mrs. Ettinger moved to adjourn the executive session for a brief dinner recess. The motion was seconded by Mr. Kennedy and approved by the Board.

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in open session at 7:39 p.m. at Greenwood. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Francesca Cirincione, Mrs. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Ms. Jean Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Ms. Joy Shillman, and Mr. James Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Kenny Mutrick, Loch Raven High School student, and a period of silent meditation for those who have served education in the Baltimore County Public Schools.

MINUTES

Hearing no additions or corrections to the Open and Closed Session Minutes of January 13, 2004, Mr. Sasiadek declared the minutes approved as presented on the website.

Mr. Sasiadek informed the audience of the previous sessions in which Board members had participated earlier in the afternoon.
SUPERINTENDENT’S REPORT

Dr. Hairston acknowledged his appreciation for all citizens and educators who supported the Thornton Rally in Annapolis on February 9, 2004. Dr. Hairston announced the first Superintendent’s Roundtable discussion with five college presidents represented in Baltimore County. Dr. Hairston noted that the discussion would be ready for publication within two weeks.

SPECIAL ORDER OF BUSINESS

On motion of Mr. Arnold, seconded by Mrs. Ettinger, the Board adopted a resolution honoring Dianne Gilbert, former County Executive’s Education Liaison.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Mr. Grimsley recognized the administrative appointments approved at the January 13, 2004 and January 28, 2004 meetings.

REPORTS

The Board received the following reports:

A. Recognition of Student Artwork on the cover of Baltimore County Public Schools’ 2004-05 Course Registration Guide - Carver Center for Arts and Technology student Nikita Zeyfman’s art design was selected for the cover of Baltimore County Public Schools’ 2004-2005 Course Registration Guide. Nikita’s design graces the cover of the new Course Registration Guide, which is on display in the lobby. Since Nikita could not be at the Board meeting this evening, Ms. Daisy McTighe, Coordinator of the Office of Art, and Dr. Gwendolyn Grant, Executive Director of Secondary Programs, accepted the first place prize on behalf of Nikita.

B. Recognition of National School Counseling Week, February 2-6, 2004 – Mr. Sasiadek presented the proclamation on behalf of all school counselors to Ms. Bridget Hartnagel, President of the Baltimore County Association of Counseling and Development, who accepted the proclamation on behalf of all school counselors. On motion of Mr. Kennedy, seconded by Mr. Hayden, a resolution recognizing National School Counseling Week was adopted.

C. Recognition of Grant from United States Golf Association for Baltimore County Public Schools Girls’ Developmental Golf – Ms. Phyllis Bailey, Executive Director of Special Programs, PreK-12, noted that February is National Girls and Womens’ Sport Month. Ms. Bailey introduced Mr. William Smith, USGA Regional Association Committee Member along with Mr. Ron Belinko, Athletic Coordinator, and Ms. Jill Masterman, Supervisor. On behalf of the
REPORTS (cont)

USGA, Mr. Smith presented a grant to Baltimore County Public Schools in the amount of $32,000.00 for the girls’ golf development program.

D. **Report on COGNOS Data Decision-Making Tool** - Through a PowerPoint™ presentation, Dr. Greg Barlow, Executive Director of Technology, and Ms. Vicki Sappe, Data Warehouse Project Manager, briefly reviewed the progress to date with COGNOS and the next steps. Dr. Barlow reviewed data warehouse reporting strategies and the On-Line Analytical processing (OLAP). The users for the COGNOS reports are:

- Executive Level
- Curriculum Offices
- School Administrators
- Guidance Counselors
- Teachers

Dr. Barlow reviewed the tools currently being used in the production environment:

- Advanced Placement
- Agency Placed Foster Student Data
- MSA
- PSAT
- SAT

Information Technology has completed the testing phase, which includes high school assessments (HSA), middle and high school final and exam grades, GT demographics and details information, and adequate yearly progress (AYP). On the drawing board are special education cube, MSA worksheet, IPT, and alternative MSA. Ms. Sappe provided a brief overview of the reporting process and examples of accessing the information in COGNOS.

Dr. Barlow thanked Ms. Sappe and the development team for their hard work and dedication to bring BCPS so far in just a short period of time. Dr. Barlow explained the next steps, which include training users and developers, and creating additional development reports as needed.

Dr. Hairston recognized Dr. Barlow’s team and all the developers for an outstanding job.

Mr. Hayden thanked the Information Technology group for their work and making available this much information in a small period of time. Mr. Arnold echoed Mr. Hayden’s comments.
REPORTS (cont)

Mr. Kennedy inquired about usability for teachers. Dr. Barlow replied teacher training has not yet begun, however, a teacher would be able to get information from COGNOS and break it down by student. Mr. Kennedy inquired whether Maryland State results would be available in COGNOS. Dr. Barlow replied that a cleansing process is completed to ensure the data is usable for BCPS. Then the information is loaded into our data warehouse.

Mr. Kennedy asked at what point of the school year does BCPS get back the results. Dr. Barlow responded that the data for last year was received by BCPS in September. Dr. Barlow believed that MSDE planned on shortening the time for the upcoming year. Once BCPS receives the data from the State, it would take approximately two weeks to load the information into the COGNOS data warehouse.

Mr. Grzymski inquired about the security control levels in COGNOS. Dr. Barlow stated there is a hierarchy of security levels based on location and role. Example given was that teachers would be able to examine their respective students while principals would be able to view students within their respective schools.

E. **Report on Policy Website** – Ms. Margaret-Ann Howie, Legal Counsel to the Superintendent, presented to the Board the new policy and rules website. Ms. Howie noted that the school system would move from the analog version to digital version. This website would make information more available throughout the school system and the community. Ms. Howie credited the school system’s web team, law office personnel, and others for the work needed to transfer the voluminous Manual into a digital format. Ms. Howie noted that 90 percent of the policies and rules were not digital when BCPS began this undertaking. Ms. Howie provided a brief introduction into the website itself. The website address is [http://www.bcps.org/system/policies_rules](http://www.bcps.org/system/policies_rules).

Mr. Kennedy asked whether the hard copies would continue to be maintained. Ms. Howie stated that BCPS is encouraging people to keep their hardcopies and print out policies and rules on the website and place them into their notebooks.

Mrs. Ettinger was pleased with the website stating it will provide a wealth of information to the community.

As chairperson of the Policy Committee, Mr. Arnold thanked Mrs. Ettinger and Mr. Walker for assisting in this huge undertaking.

**PERSONNEL MATTERS**

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board approved the personnel matters as presented on Exhibits D, E, F, and G. (Copies of the exhibits are attached to the formal minutes.)
CONTRACT AWARDS

On motion of Mr. Kennedy, seconded by Mr. Hayden, the Board approved items 1-3 (Exhibit H).

1. Diplomas, Diploma Covers, and Certificates
2. Equipment Contract: Modular Multiplexing System
3. High Volume Photo Copiers

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-2 (Exhibits I and J).

Regarding the Woodholme Elementary bidding process, Mr. Hayden expressed concern over the dramatic difference from low bid to high bid. Dr. Krempel stated the low bid was lower than BCPS engineers’ estimate. Dr. Krempel noted some contractors might put in escalated prices with the hope that should they receive the contract they would make a huge profit.

As recommended by the Building Committee, the Board approved items 1-2 (Exhibits I and J).

1. Award of Contract – Passenger Drop-off Area at Featherbed Lane Elementary School
2. Award of Contract – Site Work (Package 2A) at Woodholme Elementary School

SCHOOL LEGISLATION

On motion of Mrs. Ettinger, seconded by Mr. Arnold, the Board voted to support SB1 – Education–Teachers–State and Local Aid Program for Certification.

On motion of Mr. Hayden, seconded by Mrs. Ettinger, the Board voted to support SB 8 (HB 306) – Teachers’ Retirement and Pension Systems-Reemployment of Retired Teachers-Sunset.

Mrs. Ettinger moved approval of SB 115 - Task Force to Study the Maryland Teachers’ Pension System and the Teachers’ Retirement System. Mr. Kennedy seconded the motion.

On motion of Mr. Kennedy, seconded by Mr. Walker, the Board voted to support HB 162 – Teacher Incentives.
SCHOOL LEGISLATION (cont)

With regards to HB 199 – Public School Construction-Module Construction, Mr. Hayden suggested this bill is extremely important in light of providing full-day kindergarten. Dr. Krempel provided insight to the Board on module construction versus relocatables. Dr. Poff noted this bill does not restrict school systems to utilize module construction. Mr. Walker commented this legislation is a benefit to the school system. On motion of Mr. Hayden, seconded by Mr. Arnold, the Board voted to support HB 199 – Public School Construction – Module Construction.

Dr. Poff provided information to Board members regarding HB 711 (SB 423) – Education-Full Day Kindergarten Programs-County Board Decision Not to Implement. No action was taken by the Board at this time. Mr. Kennedy indicated that MABE’s position is in favor of full-day kindergarten. Mr. Hayden asked Mr. Kennedy to continue to bring issues to the Board’s attention.

ANNOUNCEMENTS

Mr. Sasiadek made the following announcements:

- Schools and offices will be closed on Monday, February 16, 2004 in observance of President’s Day. Schools will reopen for students and teachers on Tuesday, February 17, 2004.

- On Tuesday, February 17, 2004 the Northwest Area Educational Advisory Council will meet at Wellwood International Elementary School beginning at 7:30 p.m.

- On Wednesday, February 18, 2004 the Central Area Educational Advisory Council will meet at Cockeysville Middle School beginning at 7:30 p.m.

- The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Wednesday, February 25, 2004, at Greenwood. The meeting will begin with an open session at 5:00 p.m. After the Board adjourns to meet in closed session, followed by a brief dinner recess, the open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions.

Mr. Sasiadek reminded speakers to refrain from discussing any matters that might come before the board in the form of an appeal, as well as any personnel matters.
STAKEHOLDER GROUPS

Miss Cara Mead, BCSC First Vice President, announced that their February General Assembly meeting would be held on Wednesday, February 11, 2004 and the lobbying trip to Annapolis on February 23. Also, BCSC representatives will be attending the MSDE forum on February 24, 2004.

Ms. Vicky Ciulla, Home and Hospital Supervisor, introduced Wonita and Alyssa Evans, who are extremely pleased with the Home and Hospital in-person tutoring and Tele-classes. Alyssa stated how she enjoys the classes and the program as a whole.

Ms. Jasmine Shriver, Advisory Committee for Special Education representative, stated that she was concerned by the non-placement cost. Ms. Shriver stated community colleges are under-utilized and anticipates BCPS partnership with CCBC to be successful.

Ms. Meg O’Hare, Northeast Area Educational Advisory Council Chairperson, noted that Councilman Bartenfelder would be introducing a bill (SB 16) to reduce the Baltimore County definition of overcrowding from 115% to 110%. She announced that on Tuesday, March 9th, there would be a work session on Senate Bill 16 (SB 16). Ms. O’Hare thanked Ms. Rita Fromm, Executive Director of Planning and Operations, for attending the council meeting on Wednesday, February 4th and explaining the results of the DeJong study. She believes the Board of Education should take action to acquire land and build a school in the northeast area.

Ms. Elaine Berry, CASE President, thanked Dr. Hairston for compensating employees in the proposed operating budget. She noted CASE members have begun writing county representatives to support the Superintendent’s proposed budget. Ms. Berry indicated she received COGNOS training this past week.

Mr. Michael Franklin, PTA President, thanked the Board for supporting and attending the Thornton Rally. He noted that no tax money was spent on this endeavor. Mr. Franklin also stated the PTA Council is opposed to “opening” Thornton.

Ms. Cheryl Bost, TABCO President, stated the Thornton Rally spoke volumes. She perceived the rally as a job well done by all. She asked the Board to support upcoming house bills for teacher’s pension, which is ranked last in the nation. Ms. Bost extended TABCO’s gratitude for the dinner the week before. Ms. Bost expressed concern as to whether COGNOS would be more work for teachers and if the technology would be useful for teachers.

PUBLIC COMMENT

Ms. Kathy Beard, Citizen Advisory Board for Indoor Environment Quality in Schools representative, thanked those who met to consider County Council Resolution No. 143-03, which urges the Board of Education to establish an environmental assessment advisory committee that would help the school system ensure the quality of the indoor environment in our schools. She also invited Board members and staff to attend the advisory board’s meeting on March 17, 2004.
PUBLIC COMMENT (cont)

Ms. Maggie Kennedy thanked organizers, Board members, parents, teachers, educators, and bus drivers for attending the Thornton Rally. She announced that delegates would be voting on House Bill 345 on Wednesday, February 11, which is the emergency bill that would remove the “trigger” from the Thornton legislation to ensure full funding of Thornton. She asks parents and educators to call or email delegates with a united message to support HB 345.

ADJOURNMENT

At 9:23 p.m., Mr. Hayden moved to adjourn the open session. The motion was seconded by Mr. Walker and approved by the Board.

Respectfully submitted,

___________________  
Joe A. Hairston  
Secretary-Treasurer

bls
DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Conduct: Tobacco Policy 2372

ORIGINATOR: Christine M. Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE: Jean Satterfield, Executive Director, Student Support Services

PERSON(S): Michele Prumo, Coordinator, Health Services

RECOMMENDATION

That the Board of Education approves Policy 2372, Conduct: Tobacco. This is the third reading of the policy. A summary of all of the changes is in Attachment I.

*****
POLICY 2372

ADMINISTRATION:    Administrative Operations

Conduct:    Tobacco

The Board of Education of Baltimore County is committed to providing a [healthful, comfortable, and productive] TOBACCO-FREE work environment for its students and employees. Due to the evidence concerning the health effects of tobacco use, smoking, and passive smoke, Baltimore County Public Schools [will be smoke-free as of July 1, 1993. This policy will prohibit] PROHIBITS the sale and use of ANY FORM OF tobacco [(in any form)] in school system owned or leased buildings, GROUNDS, and vehicles at all times (24 hours a day, every day)[. This includes schools, central offices, warehouses, garages, or other buildings belonging to the school system] regardless of whether or not students are present.

[The sale and use of tobacco is also prohibited on school grounds during the “official” school day. School grounds are defined as local school system owned or leased land that surrounds a school system building. The “official” school day is to be determined by each school administrator but must as a minimum include the 6.5 hours that students are in school. The “official” school day will be set from 8:00 a.m. to 5:00 p.m. for offices. This policy is to remain in effect for the entire calendar year.]

Employees will be notified of this policy and Signs will be posted at all sites. Each building will also have available a written statement of their policy concerning school grounds.

Violation of this policy will result in progressive disciplinary actions to be carried out by the site administrator. Smoking cessation classes and related programs will be offered to assist employees in adhering to this policy.

Outside agencies will also be informed of the new policy and the building use form will be revised to include a written policy statement. Contracts with agencies can be terminated if after one warning the policy continues to be violated.]

THE BOARD OF EDUCATION DIRECTS THE SUPERINTENDENT TO MAINTAIN A TOBACCO-FREE ENVIRONMENT.

Legal Reference:    COMAR 13A.02.04.01.--.07

Policy

Board of Education of Baltimore County

Adopted:    5/27/93

REVISED:
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: MIDDLE SCHOOL TASK FORCE IMPLEMENTATION PLAN FOR 2003-2003 RECOMMENDATIONS

ORIGINATOR: Christine M. Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE PERSON(S): Gwendolyn R. Grant, Executive Director of Secondary Programs
Paula Simon, Coordinator of Office of Secondary English and Reading

INFORMATION

The Middle School Task Force Implementation Plan for the 2003-2003 Recommendations provides middle schools with a plan of action and transitional strategies for actualizing each of the original recommendations focused on improving the education and achievement of Baltimore County Public Middle School students.

****

Attachment I – Middle School Task Force Implementation Plan for the 2003-2003 Recommendations
Middle School Task Force
Implementation Plan
for the
2002-2003 Recommendations

Baltimore County Public Schools
Focused on Quality; Committed to Excellence

Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204
Board of Education of Baltimore County

Towson, Maryland 21204

Mr. James R. Sasiadek
President

Ms. Janese Murray
Vice President

Mr. Donald L. Arnold
Ms. Phyllis E. Ettinger
Mr. Thomas G. Grzymski
Mr. John A. Hayden, III, Esq.
Dr. Warren C. Hayman
Ms. Jean M. H. Jung
Mr. Michael P. Kennedy
Ms. Joy Shillman
Mr. James E. Walker
Ms. Francesca Cirincione (student member)

Dr. Joe A. Hairston
Secretary-Treasurer and Superintendent of Schools

Ms. Christine M. Johns
Mr. J. Robert Haines
Deputy Superintendent
Deputy Superintendent
Curriculum and Instruction
Business Services

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Baltimore County Public Schools
Towson, Maryland 21204
A Message from the Superintendent

The mission of the Baltimore County Public Schools is to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens. This mission is outlined in the Blueprint for Progress which identifies measurable goals and performance indicators for all Baltimore County Public School students.

The students of the Baltimore County Public Schools are served in 163 schools of which 26 are middle schools comprising approximately 26,000 of the 108,000 total student population of Baltimore County. Our schools must provide students with the skills and knowledge to meet the demands of the global marketplace and to prepare our students for the realities of the 21st century. This is an especially critical time for middle schools as the rigorous assessments of the high school improvement program demand more from our middle school students.

Research from the Southern Regional Education Board (SREB) indicates that Maryland’s elementary students are among the highest achieving in the region, while Maryland’s middle school student achievement is in decline. To address and reverse the current status of middle school achievement, the Middle School Task Force was commissioned to examine and assess the state of middle schools in Baltimore County Public Schools and suggest structural and programmatic changes to improve middle school student achievement. It is our conviction that middle schools must do something differently to prepare our students for the world of high school and beyond; consequently, the Implementation Plan for the 2002-2003 Recommendations contained in this report are of paramount importance.

Sincerely,

Joe A. Hairston
Superintendent
The Middle School Task Force

Purpose:
The Task Force will examine and assess the state of middle schools in Baltimore County Public Schools and suggest structural and programmatic changes to improve middle school achievement.

Members 2002-2003

Gwendolyn Grant, Executive Director, Secondary Programs

Phyllis Bailey, Executive Director, Special Programs, PreK-12
Karen Barnes, Principal, Deer Park Middle
Marsha Baumeister, Principal, Sudbrook Magnet Middle
Laura Bockner, Parent, Middle River Middle
Charlene Bonham, Coordinator, Career & Technology Education
Penny Booth, Coordinator, Secondary Mathematics
Nancy Boyd, Coordinator, Secondary Social Studies
Gary Brager, Supervisor, Accountability, Research and Testing
Maggie Caples, Supervisor, Family Studies
Ryan Coleman, Constituent Liaison for The Honorable C.A. Dutch Ruppersberger
Judy Glass, Acting Director, Special Education
Lisa Gorman, Parent, Pikesville Middle
Susie Henneman, Resource Teacher, Dance
John Holland, Parent, Catonsville Middle, Hillcrest Elementary, Catonsville High
Mary Pat Kahle, Parent, Pot Spring Elementary, Dulaney High
Jessica Lawson, Parent, Parkville Middle
Jerry Dalton, Director, Accountability, Research and Testing
Daisy McTighe, Coordinator, Art
Sally Nazelrod, Supervisor, Physical Education
Meg O'Hare, Parent, Chair/Northeast Area Advisory Council
Jeanne Paynter, Coordinator, Gifted Education/Magnet Programs
Stephen Ponzillo, Principal, Golden Ring Middle
Jean Satterfield, Executive Director, Student Support Services
Rowland Savage, Coordinator, Guidance and Counseling Services
Chris Schumacker, Supervisor, Secondary Science
Mike Shealey, Supervisor, Technology Education
Paula Simon, Coordinator, Secondary English and Reading
Lyn Sklar, Parent, Ridgely Middle, Chair Central Area Education Advisory Council
Susan Spinnato, Coordinator, World Languages
Barbara Sullivan, Supervisor, Health Education
Angela Tanner, Supervisor, Music
Jan Thomas, Parent, Dulaney High
Jamie Tucker, Coordinator, Music
Jack Wilson, Principal, Pine Grove Middle
Middle School Task Force
Implementation Plan
for the
2002-2003 Recommendations

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Introduction 2003-2004

During the 2002-2003 school year, the Middle School Task Force comprised of teachers, parents, community members, and content staff proposed seven recommendations for the purpose of improving student achievement and performance of middle level students in Baltimore County Public Schools. The Middle School Task Force was charged to examine and assess the state of middle schools in Baltimore County Public Schools and suggest structural and programmatic changes to improve middle school achievement. The 2002-2003 Middle School Task Force committee met the charge and outlined its seven research-based recommendations to the Baltimore County Board of Education in April of 2003.

The Middle School Task Force reconvened again during the fall of 2003 to outline an Implementation Plan for each of the seven recommendations so that schools would have a plan of action and transitional strategies to begin to implement the recommendations. Some of the recommendations were initiated during the 2003-2004 school year and were in need of refinement and fine-tuning. Some recommendations may be fully implemented during the upcoming school year and others will need a two-year phase-in time so that school-level scheduling and staffing changes and redirection can occur smoothly.

The Middle School Task Force Implementation Plan was examined by and shared with a variety of community stakeholders, middle school principals, and staff to assure that the recommendations were in line with research, would improve student academic achievement while providing students with a balance of developmentally appropriate programs and courses, and were doable for school principals.

The Executive Summary outlines the original seven recommendations. Data not available on MSA reading and math achievement at the middle level for 2002-2003 are included in this document. This MSA data concurs with the data cited in the 2002-2003 Middle School Task Force Recommendations. Middle Schools continue to be the “weak link” in terms of students’ achievement between elementary and high school. This document contains the implementation plan for actualizing the original recommendations. Our middle level students must be prepared for high school and for the realities of the global marketplace of the 21st century.
Middle School Task Force Executive Summary 2002-2003

All students must have the knowledge and skills to be prepared for the demands of a dynamic and global marketplace. To meet these demands, schools must do more to prepare our young people for the realities of the twenty-first century. This is especially true of the middle grades students as the high school improvement program, and its rigorous assessments, require more of our middle schools than ever before. With this in mind, the purpose of The Middle School Task Force was to examine and assess the state of middle schools in Baltimore County Public Schools and suggest structural and programmatic changes to improve middle school achievement.

The middle years refer to students from ages 11 through 14 in grades six through eight. In Baltimore County Public Schools, approximately 26,000 of the 108,000 students are middle grades students. Students in the middle grades are in early adolescence, the second greatest stage of human development, and have complex physical, emotional, and intellectual needs unique to their developmental stage.

Research from Middle Grades Matter: Meeting The Challenge for Systemic Reform and Middle Grades to High School: Mending A Weak Link on improving student achievement for middle level students supports:

- Middle schools that are academically excellent emphasizing rigorous academic curricula aligned with state standards providing students with opportunities to apply knowledge to real-world problems.
- Middle schools that are developmentally responsible, understanding, and accommodating the needs unique to the developmental changes of middle grades students.
- Middle schools that are socially equitable implementing the characteristics of being both academically excellent and developmentally responsive.

The recommendations of this report provide a blueprint for improving education and achievement of Baltimore County’s middle grades students. The recommendations are:

Recommendation I
Vision, Mission, and Belief Statements

All Baltimore County Middle Schools will have consistent vision, mission, and belief statements focused on providing challenging and engaging work for every child and aligned with The Blueprint for Progress, No Child Left Behind Act 2001, and Bridge to Excellence in Public Schools Education Act and The Maryland Visionary Panel for Better Schools: Achievement Matters Most.
Recommendation II
Content Strands/Curricula

All Baltimore County Middle Schools will offer consistent and rigorous content strands/curricula aligned with COMAR, the Voluntary State Curriculum, Maryland State Learning Outcomes, Learning Goals, and The Essential Curriculum inclusive of the Reading Screening, English Enrichment Program, Special Education, and Guidance Support Programs (supplemental support programs).

Recommendations III, IV, V
School Schedules

Seven Period Day Schedules
Middle schools will have in place a schedule that allows students time to experience the minimum proposed content hours outlined in Recommendation II of this document. Several seven-period-day schedules are listed. The Task Force recommends that principals select from one of the seven-period-day models or use them as models in creating new or modifying existing schedules that allow students time to experience the recommended content hours/periods.

Mentor/Advisor
Middle schools will schedule time to link all students with an in-school adult/teacher mentor/advisor to assist students and parents with monitoring student achievement and planning for future courses in middle school and into high school (CollegeEd).

Enrichment
Middle schools will schedule before/after-school and/or weekend extra help sessions, focused on improving students’ skills and providing students with enrichment opportunities that will move them to higher levels of understanding and student mastery, and prepare students to enter into more rigorous challenging courses. Accelerated curricula taught by highly qualified teachers will increase student achievement.

Recommendation VI
Highly Qualified Teachers/Math Teachers

All students will be taught by highly qualified teachers with emphasis on increasing each year the number of certified math teachers at the middle level.

Recommendation VII
CollegeEd

Baltimore County Middle Schools will implement CollegeEd in seventh grade infusing the 12 lessons in the content strands of family studies and technology education with a guidance support component. This program provides students and their families with early college awareness and a five-year educational plan.
Middle School Magnet Programs

Magnet schools at the Middle level provide theme related courses of study with in-depth experiences in areas of interest. Magnet schools will be required to offer the Baltimore County Public Schools core content of Mathematics, English/Language Arts, Social Studies, Science, Reading (6), and Health (6-8). Magnet schools will be able to maintain the integrity of their theme related programs. Magnet school programs require an application prior to enrollment and have established entrance criteria for admission to the magnet programs.

- Sudbrook Magnet Middle
- Loch Raven Academy
- Deer Park Middle Magnet
- The Southwest Academy
- Parkville Middle School and Center of Technology
The Maryland Middle Grades Imperative

Introduction

Our schools aim to provide all students with the knowledge and skills that spell success in the global, dynamic marketplace of the 21st century. The task is monumental - our society, our world, is in constant flux. To meet this challenge, educators must continually re-examine and refine their standards, goals, and methods. To this end, the Maryland State Department of Education has assumed both leadership and support roles in promoting school reform through systemic change.

Maryland schools must do more, beginning in the early grades and continuing through the middle and higher grades, to prepare our young people for the realities of the new century. This is an especially critical time for middle schools, as the high school improvement program, and its accompanying rigorous assessments, will demand more of our middle schools than ever. It is at this critical moment that student performance in the middle grades is in decline, raising real concerns about the preparedness of beginning high school students.

What Kinds of Students Comprise the Middle Grades?
Who are middle grades students? Regardless of school organization, the middle years generally refer to students ages 10 through 14 and in grades five through eight. Maryland alone is home to an estimated 247,900 early adolescent students - nearly 30 percent of the states' public school enrollment. In Baltimore County Public Schools, the middle years refer to students ages 11 through 14 in grades six through eight. These students comprise approximately 26,000 of the total student enrollment of 108,000. This significant student population has complex physical, emotional, and intellectual needs unique to their developmental stage. In fact, early adolescence is the second greatest stage of human development - the first being birth to age three.

Because middle grades students are at a crossroads - making choices about their values and commitments that will have great influence upon their education and, subsequently, the course of their adult lives - they need learning environments that are designed specifically for them. Such learning environments would capitalize on the early adolescent's innate curiosity, desire for social interaction, physiological need for active learning, and increasing concern for the world around him or her. These environments would also recognize the social vulnerabilities, increasing need for independence, and varying intellectual and emotional maturity rates characterized by early adolescence. For a more detailed, research-based description of the early adolescent, see Appendix C.

Declining Middle Grades Achievement
Unfortunately, recent test data confirms that Maryland's adolescents' educational needs are not being met. Though elementary schools have made some dramatic gains since the inception of the Maryland School Performance Assessment Program (MSPAP) in 1991, middle schools have been slow to make progress. For example, third-grade MSPAP reading scores have increased by more than 11 percentage points since the test's inception, and fifth-grade scores have risen more than 15 points. Eighth-grade reading scores? - less than one point. In 1998, only 25.5% of Maryland's eighth-graders were reading at or above the state's satisfactory standard, compared with 41.6% and 40.4% of third- and fifth-graders, respectively.

Introduction: The Maryland Middle Grades Imperative

5
According to the Southern Regional Education Board (SREB), Maryland's elementary students are among the highest-achieving in the region. Why, then, do we not see performance gains in the middle grades comparable to those made at the elementary level? It is time for Maryland to re-examine middle grades education and to answer the question: How can the middle school better meet the complex needs of its population? Maryland is not alone in addressing this question - across the nation, the academic achievement of middle grades students is in a state of decline.

Data from the Third International mathematics and Science Study (TIMSS) (1998) – the most comprehensive, rigorous international comparison of education to date – indicate that the United States needs to fortify its middle school curriculum. Just a few of the TIMSS findings:

- US fourth-graders scored above the international average in mathematics while US eighth-graders scored below the international average.
- While only seven nations outperformed US fourth-graders in math, twenty nations outperformed US eighth-graders.
- In comparison to other nations, the United States' middle grades curriculum is too broad in the number of topics taught and lacks sufficient depth.
- In a study that linked states' National Assessment of Education Progress (NAEP) performance to TIMMS, researchers found that 17 nations would outperform Maryland's eighth-graders.

These performance data have led some policy makers and educators to denounce middle school as weak links in the chain of American education (Cooney, 1998), and even as educational "wastelands" (Schmidt, 1998). As a national-level response, SREB has launched a series of publications on middle grades reform, and they are now in the process of establishing middle grades reform frameworks in model school sites across the country.

A Need for Balance
Early middle grades reform efforts emphasized the importance of accommodating the social, emotional, and physical needs of early adolescence. While the task force recognizes the importance of meeting these needs, we believe that middle schools need to be brought into balance. They should strive to be academically excellent, developmentally responsive, and socially equitable (National Forum to Accelerate Middle Grades Reform, 1999).

Middle schools focused on academic excellence offer a strong academic core of knowledge and hold high expectations for student performance. Curriculum, instruction, and assessment complement each other and are aligned with state content standards, learning outcomes, and core learning goals. These are schools in which reading and writing are recognized as fundamental to all other learning, and are appropriately integrated into all content areas.

Academic Excellence, 
Developmental Responsiveness, and Social Equity
Academically excellent schools insist that each child "gets it," and they endorse neither social promotion nor grade retention for students not meeting standards. Rather, these schools implement appropriate prevention and intervention strategies before students fail academically.
In the classrooms of academically excellent schools, teachers utilize instructional techniques and learning strategies that will help students make connections between and among content areas. Students in academically excellent schools understand why they are learning what they are learning.

Developmentally responsive middle schools recognize that their clients are preoccupied with a physically and emotionally tumultuous transition to adulthood. Staffs in developmentally responsive schools possess a thorough understanding of early adolescent development and, most importantly, how to apply that knowledge to their instructional and motivational techniques. Understanding adolescent development is essential to finding the right balance of incentives, evaluations, support, and recognition.

Socially equitable middle schools are schools working to implement the characteristics of both academically excellent and developmentally responsive schools, but they maintain a commitment to the success of all children. These are schools in which each child has access to equally high-quality instruction. In socially equitable schools, all students are held to high standards and engaged in rigorous academic learning. Staffs of socially equitable middle schools are sensitive to and experienced in dealing with differences in race, culture, values, and abilities.

The Middle Grades Mission

1. Middle schools must challenge students to meet high rigorous academic standards: curriculum should emphasize deep understandings of important concepts, develop essential skills, and provide students opportunities to apply their knowledge to real-world problems and make interdisciplinary connections.

2. Middle schools must be sensitive to the unique developmental changes of middle grades students, creating personalized environments that support each student's development - environments in which all students voice their feelings, make choices, plan their futures, and explore a rich variety of topics and interests that will help them develop their identities and discover their abilities.

3. Middle grades schools must be socially equitable, democratic, and fair,
   - providing every student access to high-quality teachers, resources, learning opportunities, and supports;
   - recognizing the value of the school and nation's cultural diversity; and
   - forging connections and partnerships with all families, encouraging them to actively participate in school activities and decision-making.

The Recommendations
The recommendations in this report provide a blueprint for middle grades educators on how to develop and maintain the middle school that is all three of these important components: academically excellent, developmentally responsive, and socially equitable. The recommendations of this report provide a blueprint for improving education and achievement of Baltimore County's middle grades students.
The Maryland School Assessment (MSA)
And
Adequate Yearly Progress (AYP)

A primary tenant of the “No Child Left Behind” Law is strong accountability for results in exchange for greater freedom and flexibility in the use of federal funds to gain student achievement. The MSA forms the foundation of Maryland’s accountability system. The use of the MSA as an accountability tool is basic to the evaluation of our schools and school system. Under the NCLB law, success is defined in terms of achievement of the individual child. Schools can no longer use aggregate data to disguise achievement deficiencies of our lowest performing students.

Student performance on the MSA is the primary measure in determining Adequate Yearly Progress. The cornerstone of Maryland’s accountability system is Adequate Yearly Progress (AYP). It replaces the School Performance Index as the method by which Maryland tracks academic progress and makes accountability decisions. Schools, school systems, and the state must show that students are making AYP in reading, math, and another measure.

The state must “connect the dots” between the 2002-2003 baseline and the 2013-2014 goal (100% at proficiency) with annual performance targets. These targets, called annual measurable objectives, will be set for reading, math, attendance, and graduation. Every school and school system will be held to the same annual measurable objectives, although those objectives will be adjusted to each school’s grade-level enrollment and structure (e.g., K-5, 6-8, K-8, K-12).

To make AYP, schools, school systems, and the state must:

1. Meet the annual measurable objective:
   - In reading and in math, for students in the aggregate and for each student subgroup.
   - In attendance and/or graduation rate for students in the aggregate.
2. Meet the testing participation requirement of 95%.
Middle School AYP and MSA Analysis

How many middle BCPS schools met AYP in 2002-2003?

Thirteen out of 26 middle schools met AYP in 2002-2003, while the other 13 middle schools did not meet AYP.

<table>
<thead>
<tr>
<th>Middle Schools Not Meeting AYP</th>
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<tbody>
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<td>READING</td>
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<td>Middle School</td>
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<tr>
<td>Deep Creek</td>
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<td>Deer Park</td>
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<td>Dumbarton</td>
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<td>Dundalk</td>
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<td>General Stricker</td>
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<td>Golden Ring</td>
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<td>Lansdowne</td>
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<td>Loch Raven</td>
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<td>Middle River</td>
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<tr>
<td>Old Court</td>
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<tr>
<td>Southwest</td>
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<td>Steetmers Run</td>
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<td>Woodlawn</td>
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<tr>
<th>MATH</th>
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Eleven of the 13 schools not making AYP were flagged for "reading-special education." Nine of the 13 schools were flagged in only one category, and in 8 of those 9 schools the reason was "reading-special education."

Three of the 13 schools were flagged in at least five categories, including race, FARM, and special education.

What were BCPS MSA results?

Of BCPS grade 8 students, 60.3% scored proficient or advanced on the 2002-2003 grade 8 MSA reading test. The BCPS results exceeded the state benchmarks for 2003 (43%) and for 2005 (53.4%).

When disaggregated by subgroup, 12% of the 8th grade ESOL students scored proficient or advanced on the 2002-2003 grade 8 MSA reading test, as did 37% of the 8th grade FARM students, and 20% of 8th grade special education students. These BCPS baseline results for subgroups are not yet at the state "starting points" for 2003.

When disaggregated by race, 71% of 8th grade white students, 62% of 8th grade Asian students, and 43% of 8th grade African American students scored proficient or advanced on the 2002-2003 grade 8 MSA reading test. All races met the 2003 state benchmark, and all races except African American exceeded the state benchmark for 2005.
When disaggregated by gender, 55.6% of 8th grade males and 65.1% of 8th grade females scored proficient or advanced on the 2002-2003 grade 8 MSA reading test. Results by gender exceeded the state benchmarks for 2003 and 2005. Females outscored males by nearly 10%.

Of BCPS grade 8 students, 39.7% scored proficient or advanced on the 2002-2003 grade 8 MSA math test. The BCPS results exceeded the state benchmarks for 2003 (19%) and for 2005 (33.7%).

When disaggregated by subgroup, 23% of 8th grade ESOL students, 16% of 8th grade FARM students, and 7% of 8th grade special education students scored proficient or advanced on the 8th grade 2002-2003 math test.

The BCPS baseline results exceeded 2003 state benchmark for 8th grade ESOL students, and missed the 2003 "starting points" by 3 percentage points for 8th grade FARM students, and had not yet met the starting points for 8th grade special education students.

When disaggregated by race, 61% of 8th grade Asian students, 52% of 8th grade white students, and 18% of 8th grade African American students scored proficient or advanced on the 2002-2003 8th grade MSA math test. Results for Asians and Whites exceeded the state 2003 "starting points" and the 2005 benchmark. African American students missed the 2003 "starting points" by less than two percentage points.

When disaggregated by gender, 38.9% of males and 40.6% of females scored proficient or advanced on the 2002-2003 grade 8 MSA math test. Results by gender exceeded the state benchmarks for 2003 and 2005. Females outscored males, but only by 1.7 percentage points.

- The 2003 AYP scores for each Baltimore County Public School middle school are included.
## Arbutus Middle School

### 2003 AYP:

All indicators must be "Met" to make AYP.

<table>
<thead>
<tr>
<th>Percent Proficient</th>
<th>Participation Rate</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Mathematics</td>
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<table>
<thead>
<tr>
<th>All Students</th>
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<td>American Indian/Alaskan Native</td>
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<td>White (not of Hispanic origin)</td>
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"--" indicates no students in the category. 'na' indicates too few students for AYP rules.

Arbutus Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Arbutus Middle earned proficiency scores of 63.4 percent in reading and 36.3 percent in math.

Arbutus Middle students exceeded MSDE benchmarks for the 2003 school year by 20.4 percent in eighth grade reading and 17.3 percent in eighth grade math.

Arbutus Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
### Catonsville Middle School

#### 2003 AYP:

All indicators must be "Met" to make AYP.

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<th></th>
<th>Percent Proficient</th>
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"--" indicates no students in the category. 'na' indicates too few students for AYP rules.

Catonsville Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Catonsville Middle earned proficiency scores of 77.3 percent in reading and 65.7 percent in math.

Catonsville Middle students exceeded MSDE benchmarks for the 2003 school year by 34.3 percent in eighth grade reading and 46.7 percent in eighth grade math.

Catonsville Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
### Cockeysville Middle School

<table>
<thead>
<tr>
<th>2003 AYP:</th>
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<td>All Students</td>
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<td>Limited English Proficient</td>
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All indicators must be "Met" to make AYP.

<table>
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<th>Percent Proficient</th>
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<tbody>
<tr>
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<td>Special Education</td>
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<td>Limited English Proficient</td>
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"--" indicates no students in the category. 'na' indicates too few students for AYP rules.

Cockeysville Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Cockeysville Middle earned proficiency scores of 79.2 percent in reading and 71.1 percent in math.

Cockeysville Middle students exceeded MSDE benchmarks for the 2003 school year by 36.2 percent in eighth grade reading and 52.1 percent in eighth grade math.

Cockeysville Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
### Deep Creek Middle School

#### 2003 AYP: Not Met

*All indicators must be "Met" to make AYP.*

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<tr>
<th></th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
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<td>Reading</td>
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<td>Limited English Proficient</td>
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*"--" indicates no students in the category. 'na' indicates too few students for AYP rules.*

Deep Creek Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Deep Creek Middle earned proficiency scores of 43.6 percent in reading and 16.9 percent in math.

Deep Creek Middle students exceeded MSDE benchmarks for the 2003 school year by 0.6 percent in eighth grade reading and trailed MSDE benchmarks by 2.1 percent in eighth grade math.

Deep Creek Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in reading. Deep Creek Middle did not meet school AYP because of substandard performance in the above subgroup. Deep Creek Middle met proficiency standards for attendance and applicable participation rates in reading and math. Deep Creek Middle attained acceptable AYP results in 36 of 37 categories.
### Deer Park Middle Magnet School

**2003 AYP:**

Not Met

All indicators must be "Met" to make AYP.

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<tr>
<th></th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
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<td>Limited English Proficient</td>
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"--" indicates no students in the category. "na" indicates too few students for AYP rules.

Deer Park Middle Magnet School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Deer Park Middle earned proficiency scores of 58.3 percent in reading and 32.5 percent in math.

Deer Park Middle Magnet students exceeded MSDE benchmarks for the 2003 school year by 15.3 percent in eighth grade reading and 13.5 percent in eighth grade math.

Deer Park Middle Magnet did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in reading. Deer Park Middle Magnet did not meet school AYP because of substandard performance in the above subgroup. Deer Park Middle Magnet met proficiency standards for attendance and applicable participation rates in reading and math. Deer Park Middle Magnet attained acceptable AYP results in 36 of 37 categories.
### Dumbarton Middle Magnet School

<table>
<thead>
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<th>2003 AYP:</th>
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<td>All indicators must be &quot;Met&quot; to make AYP.</td>
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<tr>
<td><strong>Percent Proficient</strong></td>
<td><strong>Participation Rate</strong></td>
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<td><strong>Reading</strong></td>
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<td>origin)</td>
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</tr>
<tr>
<td>Free/Reduced Meals</td>
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<tr>
<td>Special Education</td>
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</tr>
<tr>
<td>Limited English Proficient</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

*"--" indicates no students in the category. 'na' indicates too few students for AYP rules.*

Dumbarton Middle Magnet School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Dumbarton Middle Magnet earned proficiency scores of 67.3 percent in reading and 66.3 percent in eighth grade math.

Dumbarton Middle Magnet students exceeded MSDE benchmarks for the 2003 school year by 24.3 percent in eighth grade reading and 47.3 percent in eighth grade math.

Dumbarton Middle Magnet did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Limited English Proficient subgroup in reading. Dumbarton Middle Magnet did not meet school AYP because of substandard performance in the above subgroup. Dumbarton Middle Magnet met proficiency standards for attendance and applicable participation rates in reading and math. Dumbarton Middle Magnet attained acceptable AYP results in 36 of 37 categories.
# Dundalk Middle School

## 2003 AYP:

<table>
<thead>
<tr>
<th>Not Met</th>
<th>All indicators must be &quot;Met&quot; to make AYP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Proficient</td>
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</tr>
<tr>
<td>Reading</td>
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<td>Met</td>
</tr>
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<tr>
<td>African American</td>
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<tr>
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<td>Hispanic</td>
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<tr>
<td>Special Education</td>
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<tr>
<td>Limited English Proficient</td>
<td>--</td>
</tr>
</tbody>
</table>

"--" indicates no students in the category. 'na' indicates too few students for AYP rules.

Dundalk Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Dundalk Middle earned proficiency scores of 47.9 percent in reading and 19.1 percent in math.

Dundalk Middle students exceeded MSDE benchmarks for the 2003 school year by 4.9 percent in eighth grade reading and 0.1 percent in eighth grade math.

Dundalk Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in reading. Dundalk Middle did not meet school AYP because of substandard performance in the above subgroup. Dundalk Middle met proficiency standards for attendance and applicable participation rates in reading and math. Dundalk Middle attained acceptable AYP results in 36 of 37 categories.
# Franklin Middle School

## 2003 AYP:

<table>
<thead>
<tr>
<th>All indicators must be &quot;Met&quot; to make AYP.</th>
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</thead>
<tbody>
<tr>
<td>Percent Proficient</td>
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<tr>
<td>Reading</td>
</tr>
<tr>
<td>All Students</td>
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<td>American Indian/Alaskan Native</td>
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<tr>
<td>Asian/Pacific Islander</td>
</tr>
<tr>
<td>African American</td>
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<tr>
<td>White (not of Hispanic origin)</td>
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<td>Hispanic</td>
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<tr>
<td>Free/Reduced Meals</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Limited English Proficient</td>
</tr>
</tbody>
</table>

*"--" indicates no students in the category. 'na' indicates too few students for AYP rules.*

Franklin Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Franklin Middle earned proficiency scores of 71.5 percent in reading and 56.0 percent in math.

Franklin Middle students exceeded MSDE benchmarks for the 2003 school year by 28.5 percent in eighth grade reading and 37.0 percent in eighth grade math.

Franklin Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
General John Stricker Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at General John Stricker Middle earned proficiency scores of 51.4 percent in reading and 29.2 percent in math.

General John Stricker Middle students exceeded MSDE benchmarks for the 2003 school year by 8.4 percent in eighth grade reading and 10.2 percent in eighth grade math.

General John Stricker Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in reading. General John Stricker Middle did not meet school AYP because of substandard performance in the above subgroup. General John Stricker met proficiency standards for attendance and applicable participation rates in reading and math. General John Stricker Middle attained acceptable AYP results in 36 of 37 categories.
### Golden Ring Middle School

#### 2003 AYP:

Not Met

All indicators must be "Met" to make AYP.

<table>
<thead>
<tr>
<th>All Students</th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Free/Reduced Meals</td>
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<tr>
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<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*- indicates no students in the category. 'na' indicates too few students for AYP rules.*

Golden Ring Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Golden Ring Middle earned proficiency scores of 49.0 percent in reading and 22.4 percent in math.

Golden Ring Middle students exceeded MSDE benchmarks for the 2003 school year by 6.0 percent in eighth grade reading and 3.4 percent in eighth grade math.

Golden Ring Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in reading. Golden Ring Middle did not meet school AYP because of substandard performance in the above subgroup. Golden Ring met proficiency standards for attendance and applicable participation rates in reading and math. Golden Ring Middle attained acceptable AYP results in 36 of 37 categories.
Hereford Middle School

<table>
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<tr>
<th>2003 AYP:</th>
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<th></th>
<th>Participation Rate</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent Proficient</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>Mathematics</td>
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<tr>
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<td>Met</td>
<td>Met</td>
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<td>American Indian/Alaskan Native</td>
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<tr>
<td>Asian/Pacific Islander</td>
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</tr>
</tbody>
</table>

"--" indicates no students in the category. 'na' indicates too few students for AYP rules.

Hereford Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Hereford Middle earned proficiency scores of 86.1 percent in reading and 73.4 percent in math.

Hereford Middle students exceeded MSDE benchmarks for the 2003 school year by 43.1 percent in eighth grade reading and 54.4 percent in eighth grade math.

Hereford Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
### Holabird Middle School

#### 2003 AYP:

All indicators must be "Met" to make AYP.

<table>
<thead>
<tr>
<th></th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>Limited English Proficient</td>
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<td>na</td>
</tr>
</tbody>
</table>

"--" indicates no students in the category. 'na' indicates too few students for AYP rules.

Holabird Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Holabird Middle earned proficiency scores of 58.3 percent in reading and 29.5 percent in math.

Holabird Middle students exceeded MSDE benchmarks for the 2003 school year by 15.3 percent in eighth grade reading and 10.5 percent in eighth grade math.

Holabird Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
# Lansdowne Middle School

## 2003 AYP: Not Met

All indicators must be "Met" to make AYP.

<table>
<thead>
<tr>
<th></th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Reading</td>
<td>Mathematics</td>
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<tr>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>African American</td>
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<td>Not Met</td>
</tr>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Free/Reduced Meals</td>
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<tr>
<td>Special Education</td>
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</tr>
<tr>
<td>Limited English Proficient</td>
<td>Not Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

"---" indicates no students in the category. "na" indicates too few students for AYP rules.

Lansdowne Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Lansdowne Middle earned proficiency scores of 36.2 percent in reading and 16.1 percent in math.

Lansdowne Middle students trailed MSDE benchmarks for the 2003 school year by 6.8 percent in eighth grade reading and by 2.9 percent in eighth grade math.

Lansdowne Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Asian/Pacific Islander, Free/Reduced Meals, Special Education, and Limited English Proficient subgroups in reading and the African American subgroup in math. Lansdowne Middle did not meet school AYP because of substandard performance in the above subgroups. Lansdowne Middle met proficiency standards for attendance and applicable participation rates in reading and math. Lansdowne Middle attained acceptable AYP results in 32 of 37 categories.
### Loch Raven Academy Middle School

#### 2003 AYP:

<table>
<thead>
<tr>
<th></th>
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<th>Reading</th>
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<td>Limited English Proficient</td>
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</tbody>
</table>

All indicators must be "Met" to make AYP.

*"--" indicates no students in the category. 'na' indicates too few students for AYP rules.*

Loch Raven Academy Middle School met AYP for all students in reading and math for all students in the aggregate. Eighth grade students at Loch Raven Academy Middle earned proficiency scores of 55.1 percent in reading and 25.4 percent in math.

Loch Raven Academy Middle students exceeded MSDE benchmarks for the 2003 school year by 12.1 percent in eighth grade reading and 6.4 percent in eighth grade math.

Loch Raven Academy Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in math. Loch Raven Academy Middle did not meet school AYP because of substandard performance in the above subgroup. Loch Raven Academy Middle met proficiency standards for attendance and applicable participation rates in math and reading. Loch Raven Academy Middle attained acceptable AYP results in 36 of 37 categories.
<table>
<thead>
<tr>
<th>2003 AYP:</th>
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</table>

All indicators must be "Met" to make AYP.

'--' indicates no students in the category. 'na' indicates too few students for AYP rules.
Middle River Middle School

### 2003 AYP: Not Met

All indicators must be "Met" to make AYP.

<table>
<thead>
<tr>
<th></th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>All Students</td>
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<tr>
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</tr>
</tbody>
</table>

*--* indicates no students in the category. 'na' indicates too few students for AYP rules.

Middle River Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Middle River Middle earned proficiency scores of 48.3 percent in reading and 27.1 percent in math.

Middle River Middle students exceeded MSDE benchmarks for the 2003 school year by 5.3 percent in eighth grade reading and 8.1 percent in eighth grade math.

Middle River Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in reading. Middle River Middle did not meet school AYP because of substandard performance in the above subgroup. Middle River Middle met proficiency standards for attendance and applicable participation rates in reading and math. Middle River Middle attained acceptable AYP results in 36 of 37 categories.
Old Court Middle School

2003 AYP: Not Met

<table>
<thead>
<tr>
<th>All Students</th>
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<th>Met</th>
<th>Met</th>
<th>Met</th>
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</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
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<tr>
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<td>Not Met</td>
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<tr>
<td>Limited English Proficient</td>
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</tr>
</tbody>
</table>

*"--" indicates no students in the category. "na" indicates too few students for AYP rules.

Old Court Middle School did not meet AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Old Court Middle earned proficiency scores of 30.8 percent in reading and 10.9 percent in math.

Old Court Middle students trailed MSDE benchmarks for the 2003 school year by 12.2 percent in eighth grade reading and by 8.1 percent in eighth grade math.

Old Court Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the African American, Free/Reduced Meals, and Special Education subgroups in reading and math. Old Court Middle did not meet school AYP because of substandard performance in the above subgroups. Old Court met proficiency standards for attendance and applicable participation rates in reading and math. Old Court Middle attained acceptable AYP results in 29 of 37 categories.
Parkville Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Parkville Middle earned proficiency scores of 77.0 percent in reading and 49.1 percent in math.

Parkville Middle students exceeded MSDE benchmarks for the 2003 school year by 34.0 percent in eighth grade reading and 30.1 percent in eighth grade math.

Parkville Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
Perry Hall Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Perry Hall Middle earned proficiency scores of 78.4 percent in reading and 64.8 percent in math.

Perry Hall Middle students exceeded MSDE benchmarks for the 2003 school year by 35.4 percent in eighth grade reading and 45.8 percent in eighth grade math.

Perry Hall Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
Pikesville Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Pikesville Middle earned proficiency scores of 58.7 percent in reading and 38.7 percent in math.

Pikesville Middle students exceeded MSDE benchmarks for the 2003 school year by 15.7 percent in eighth grade reading and 19.7 percent in eighth grade math.

Pikesville Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
### Pine Grove Middle School

#### 2003 AYP:

<table>
<thead>
<tr>
<th></th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>All Students</td>
<td>Met</td>
<td>Met</td>
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<tr>
<td>American Indian/Alaskan Native</td>
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<td>Asian/Pacific Islander</td>
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<tr>
<td>African American</td>
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<tr>
<td>White (not of Hispanic origin)</td>
<td>Met</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Free/Reduced Meals</td>
<td>Met</td>
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<tr>
<td>Special Education</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Limited English Proficient</td>
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</tbody>
</table>

*---* indicates no students in the category. 'na' indicates too few students for AYP rules.

Pine Grove Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Pine Grove Middle earned proficiency scores of 81.2 percent in reading and 65.4 percent in math.

Pine Grove Middle students exceeded MSDE benchmarks for the 2003 school year by 38.2 percent in eighth grade reading and 46.4 percent in eighth grade math.

Pine Grove Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
### Ridgely Middle School

#### 2003 AYP:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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<td>Met</td>
</tr>
<tr>
<td>Limited English Proficient</td>
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</tbody>
</table>

*"--" indicates no students in the category. 'na' indicates too few students for AYP rules.*

Ridgely Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Ridgely Middle earned proficiency scores of 82.2 percent in reading and 66.3 percent in math.

Ridgely Middle students exceeded MSDE benchmarks for the 2003 school year by 39.2 percent in eighth grade reading and 47.3 percent in eighth grade math.

Ridgely Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
Southwest Academy Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Southwest Academy Middle earned proficiency scores of 43.0 percent in reading and 19.4 percent in math.

Southwest Academy Middle student performance was nearly equivalent to the MSDE benchmarks for the 2003 school year. There was no difference in the MSDE benchmark and eighth grade reading performance, and Southwest Academy Middle students exceeded the MSDE benchmark by 0.4 percent in eighth grade math.

Southwest Academy Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroup in reading. Southwest Academy Middle did not meet school AYP because of substandard performance in the above subgroup. Southwest Academy met proficiency standards for attendance and applicable participation rates in reading and math. Southwest Academy Middle attained acceptable AYP results in 36 of 37 categories.
### Sparrwos Point Middle School

#### 2003 AYP:

<table>
<thead>
<tr>
<th>All Students</th>
<th>Percent Proficient</th>
<th>Participation Rate</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
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<tr>
<th>American Indian/Alaskan Native</th>
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<tbody>
<tr>
<td>Asian/Pacific Islander</td>
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<tr>
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</tbody>
</table>

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Sparrows Point Middle School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Sparrows Point Middle earned proficiency scores of 61.3 percent in reading and 31.9 percent in math.

Sparrows Point Middle students exceeded MSDE benchmarks for the 2003 school year by 18.3 percent in eighth grade reading and 12.9 percent in eighth grade math.

Sparrows Point Middle met proficiency standards for attendance and applicable student participation rates in math and reading.
Stemmers Run Middle School met AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Stemmers Run Middle earned proficiency scores of 45.9 percent in reading and 22.0 percent in math.

Stemmers Run Middle students exceeded MSDE benchmarks for the 2003 school year by 2.9 percent in eighth grade reading and 3.0 percent in eighth grade math.

Stemmers Run Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the Special Education subgroups in reading and math. Stemmers Run Middle did not meet school AYP because of substandard performance in the above subgroups. Stemmers Run Middle met proficiency standards for attendance and applicable participation rates in reading and math. Stemmers Run Middle attained acceptable AYP results in 35 of 37 categories.
## Sudbrooke Middle Magnet School

### 2003 AYP:

All indicators must be "Met" to make AYP.

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<thead>
<tr>
<th></th>
<th>Met</th>
<th>Met</th>
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<th>Met</th>
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</tbody>
</table>

'---' indicates no students in the category. 'na' indicates too few students for AYP rules.

Sudbrooke Middle Magnet School met AYP for all students in the aggregate and applicable subgroups. Eighth grade students at Sudbrooke Middle Magnet earned proficiency scores of 86.6 percent in reading and 63.0 percent in math.

Sudbrooke Middle Magnet students exceeded MSDE benchmarks for the 2003 school year by 43.6 percent in eighth grade reading and 44.0 percent in eighth grade math.

Sudbrooke Middle Magnet met proficiency standards for attendance and applicable student participation rates in math and reading.
Woodlawn Middle School

### 2003 AYP: Not Met

All indicators must be "Met" to make AYP.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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Woodlawn Middle School did not meet AYP proficiency standards in reading and math for all students in the aggregate. Eighth grade students at Woodlawn Middle earned proficiency scores of 29.6 percent in reading and 7.2 percent in math.

Woodlawn Middle students trailed MSDE benchmarks for the 2003 school year by 13.4 percent in eighth grade reading and by 11.8 percent in eighth grade math.

Woodlawn Middle did not meet all required proficiency standards for subgroups. Proficiency standards were not met by the African American and Free/Reduced Meals subgroups in reading and math. Proficiency standards were not met by the Special Education subgroup in reading. Woodlawn Middle did not meet school AYP because of substandard performance in the above subgroups. Woodlawn Middle met proficiency standards for attendance and applicable participation rates in reading and math. Woodlawn Middle attained acceptable AYP results in 30 of 37 categories.
Baltimore County Public Schools
Systemwide Data
MSA Summary for Reading and Math – and the Middle School Connection

Baltimore County Public Schools scored well ahead of benchmarks established by MSDE for proficiency standards in reading and math. MSA reading proficiency levels were steady across grades. Proficiency rating for third, fifth, eighth, and tenth grade averaged 63.9 percent. Scores ranged from a high of 69.6 percent proficient in fifth grade to a low of 59.9 percent in eighth grade. All grades tested on the MSA in reading (third, fifth, eighth, and tenth) exceeded 2003 benchmarks by at least 16.9 percent. On the average, scores in reading for the Baltimore County Public Schools exceeded 2003 MSDE standards by 20.5 percent and 2005 standards by 10.2 percent. MSA math proficiency levels were less consistent across grades, but nonetheless, impressive and well ahead of established standards. Proficiency ratings for math in third, fifth, and eighth grades averaged 52.6 percent. Scores ranged from a low of 39.5 percent in eighth grade to a high of 66.2 percent in third grade. On the average, math scores exceeded 2003 MSDE standards by 18.7 percent and 2005 standards by 6.7 percent. These data support the contention that Baltimore County is well ahead of established standards for AYP in both reading and math. However, the weakest link continues to be reading and math at eighth grade at the middle level.

Emphasis on Academic Excellence
These data also support the original findings and recommendations of the Middle School Task Force. Middle Schools must place more emphasis on academic excellence emphasizing consistent and rigorous curricula aligned with state standards providing students with increased opportunities to apply knowledge to real-world problems. Middle Schools must be brought into balance striving to be academically excellent and developmentally responsive.
Definition of Terms

**Rigor and Relevance** – Curriculum aligned with the Maryland Content Standards and Core Learning Goals, articulating a clear set of goals for student learning emphasizing the application of content knowledge to real-world problems.

**Middle School Level Rigor** – Courses that prepare students for pre-college high school programs.

Harmston, Matt. T. & Pliska, Ann-Maureen

“Students taking a core curriculum outperformed non-core takers on average.” Students who do not take core curriculum limit their chances of success in college. (ACT Math and Science Research Brief).

**Challenging** – The learner uses higher order thinking, reasoning, and processing skills to master rigorous content.

**Enrichment** – Programs and courses intended to supplement and add value to the regular academic curriculum increasing depth or variety of subject matter/content.

**Acceleration** – An academic program or course that progresses faster than usual. Accelerated programs may be:

A. applied to underachieving students to move them from skill deficit to expected levels of performance,

    OR

B. applied to students who, because of their academic capabilities, should be moved to a higher grade level or course of study.

**Engaging Work** – Teacher-developed activities and learning experiences that encourage and motivate students to persist at the tasks needed for learning.

**Highly Qualified Teacher** – A “highly qualified” teacher:
- is eligible for a Maryland State Department of Education professional teaching certificate, and
- has demonstrated, through rigorous testing or appropriate coursework, mastery of the teaching content to which the teacher has been assigned.
Rigorous, Relevant Content

Academic expectations and course rigor, emphasizing the application of content knowledge to real-world problems, must be emphasized. Research has generated new conceptions of learning clearly delineating that the middle grades curricula must be clearly defined and focused on depth of subject matter and mastery of student outcomes and content standards. "Students taking a core curriculum outperformed non-core takers on average." Students who do not take core curriculum limit their chances of success in college. (ACT Math and Science Research Brief).

Emphasize academic achievement for all students.

- Increase academic expectations and course rigor emphasizing the application of content knowledge to real-world problems.
- Ensure that curriculum, instruction, and assessment complement each other and are in alignment with Maryland’s learning outcomes, content standards, and essential core learning goals.
- Provide specific reading instruction for all middle grades students.
- Integrate reading and writing skill development in the content areas.
- Strengthen the engagement and empowerment of middle school students in academic learning.
- Adopt strategies to foster achievement for all students, preventing both grade retention and social promotion.
- Provide accelerated academic intervention to students achieving below standards.
- Challenge and engage all students appropriately.

Provide a comprehensive, developmental guidance program structured to meet the academic, personal/social, and career-planning needs of all students as an integral part of the middle grades program. (Middle Grades Matter)
<table>
<thead>
<tr>
<th>Categories &amp; Recommendations</th>
<th>Planning</th>
<th>Implementation</th>
<th>Budget/Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Vision, Mission, Belief Statements</td>
<td>2003-04 Alignment with local, state, and national documents</td>
<td>2004-05</td>
<td>$500 Printing fees, Distribution of materials</td>
</tr>
<tr>
<td>II. Content Strands/Curriculum Support Programs: Reading Screening English Enrichment Program Special Education Guidance Program</td>
<td>2003-04 Informational and planning meetings with curriculum, special ed., and guidance staff and principals</td>
<td>2004-06 Support Programs 2004-05</td>
<td>Reallocation of staff, Materials, Professional development</td>
</tr>
<tr>
<td>III. School Schedules</td>
<td>2003-04 Selection/modification of school schedules to meet the minimum proposed content hours</td>
<td>2004-06</td>
<td>Professional development for schedulers</td>
</tr>
<tr>
<td>IV. Mentor/Advisor</td>
<td>2003-04 Link students to an adult for the purpose of connecting students to a caring adult who will monitor student achievement</td>
<td>2004-05</td>
<td>Use existing school staff/community volunteers to mentor students, Developing mentor guide, Professional development for mentors</td>
</tr>
<tr>
<td>V. Enrichment</td>
<td>2003-04 Refocus existing before/after school and Saturday programs to enrichment centers for student acceleration to more rigorous programs</td>
<td>2004-05</td>
<td>Use existing staff for coaching allowed in the Teachers’ Master Agreement, School operating budget and grant funds</td>
</tr>
<tr>
<td>VI. Highly Qualified Teachers/Math</td>
<td>2003-04 Professional development provided by the offices of Elementary and Secondary Math Cohorts with colleges and universities</td>
<td>2003-04, 2004-05, 2005-06</td>
<td>Grants, operating budget, and collaborative efforts with colleges and universities</td>
</tr>
<tr>
<td>Categories &amp; Recommendations</td>
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</tbody>
</table>

**Budget/Staffing**

Items that have no cost attached will be provided using staff/dollars from Secondary Programs and will be funded by grants and/or redirection of existing funds.
Middle School Task Force
Plan for Implementation of the 2002-03 Recommendations

Recommendation I

Vision, Mission, Belief Statements
All Baltimore County Middle Schools will have consistent vision, mission, and belief statements focused on providing challenging and engaging work for every child and aligned with The Blueprint for Progress, No Child Left Behind Act 2001, and Bridge to Excellence in Public Schools Education Act and The Maryland Visionary Panel for Better Schools: Achievement Matters Most.

Communication Plan

Issues to be resolved for implementation:
* Determine number of extra hard copies needed for distribution of Middle School Task Force 2002-2003 Recommendations
* Printing of implementation plan for distribution
* Web intranet posting
* Community information posted on web, educational channel, as well as news release for parent communications through the school newsletters and PTSA newsletters

Implementation Plan of Action:
* Middle Task Force 2002-2003 Recommendation reprint distribution where needed
* Distribution and presentation of Middle Task Force 2002-2003 Recommendation Implementation Plan to committee, leadership, schools, community.

☐ Budget/Fiscal resources needed for implementation: Printing $500
☐ Staffing resources needed for implementation: Collaboration among the Middle School Task Force, the Executive Directors of Schools, School Principals, parents, and Community Members.

☐ Communications Office
   Education Channel
   Web Team
   Committee members
   Executive Directors
   Principals
   Parents
   School News Committees
   Schedulers

☐ Timeline for implementation:
Implementation Plan to Committee and approved, 10/30/03, by Committee Groups Leadership:
   C&I, Nov. 20, 2003, by Gwen and Committee
   Executive Directors, Dec. 10, 2003, by Gwen and Committee
   Bus & C&I, Dec. 11, 2003, by Gwen and Committee
   Principals, Jan. 7, 2004, by Gwen and Committee
   Executive Leadership, End of January, 2004
   Community Groups, Feb. 2004, appropriate media groups
Vision, Mission, and Belief Statements

Global Vision:
Baltimore County Public Middle Schools will provide a challenging and engaging academic program for every child. The middle schools will work in partnership with families and communities to prepare students to be good citizens and productive members of society.

Mission:
The mission of the middle school is to prepare each student with the knowledge, skills, and values necessary for a successful learning experience in middle school and into high school.

Belief Statements:
- We believe all students will learn and achieve.
- We believe middle schools will challenge students to meet rigorous academic standards emphasizing real-world connections and applications of content.
- We believe that teacher quality, preparedness, and continual professional development are critical to quality and engaging instruction.
- We believe middle schools will be academically excellent, responsive, and socially equitable, providing students with age appropriate supports.

We believe in meaningful school-family connections promoting parents’ involvement in their child’s education both at home and at school.
Code of Maryland Regulations (COMAR) State Board of Education contains all regulations governing Public Education in the state of Maryland. The COMAR content program requirements are delineated. The Middle School content recommendations are aligned with COMAR requirements.
COMAR

Secondary School Career and Technology Education
13A.04.02.01

.01 Enrollment Criteria.
A. Policy. Each local school system shall assure that students have equal access to career and technology education programs without regard to sex, race, national origin, physical or mental disability, socioeconomic status, academic disadvantages, economic disadvantages, or limited English-speaking ability. Each local school system shall further assure that career and technology education programs are readily available to students from all geographic sections of the local school system.
B. Selection Criteria. Local school systems shall establish criteria for the selection of applicants for enrollment in public secondary school career and technology education programs in accordance with §A of this regulation. Priority shall be given to enrolling students who intend to seek employment in a related occupation upon completion of the programs. Students who are concurrently preparing for employment in a related occupation and further education may not be excluded.
C. Program Information. Each local school system shall make career awareness, exploratory activities, and unbiased program information equally available to students in accordance with §A of this regulation.

Program in Reading
13A.04.06.01

.01 Responsibility.
Each local school system shall provide a reading program with minimum performance levels for each grade and appropriate reading assistance programs for students not meeting the prescribed minimum performance levels. Any of these programs shall adhere to the standards and performance adopted by the State Board of Education.

13A.04.06.02

.02 Standards and Procedures for the Reading Program.
A. Minimum Performance Levels. The Department of Education shall disseminate the adopted English Language Arts Curricular Framework for grades K—12. The local school systems shall adopt, based on the reading section of the Framework, minimum reading objectives for grades K—8 and the functional reading objectives in the Declared Competencies Index for grades 9—12.
B. Assessment of Students. The local school system shall provide an assessment to determine which students can meet the prescribed minimum performance levels or the minimum grade level competency as specified by §A of this regulation, as well as by Maryland School Performance Assessment Program data.

January 5, 2004
Program in Social Studies
13A.04.08.01
.01 Requirements for Social Studies Instructional Programs for Grades K—12.
A. The following social studies instructional programs shall be required in public schools for grades K—12:
(1) Grades K—8. Each local school system shall provide an instructional program in social studies each year for all students in grades K—8.

Program in Science
13A.04.09.01
.01 Requirements for Science Instructional Programs for Grades K—12.
A. The following science instructional programs shall be required in public schools for grades K—12:
(1) Grades K—8. Each local school system shall provide an instructional program in science each year for all students in grades K—8.

Program of Instruction in the World of Work
13A.04.10.01
.01 Requirement.
A. Each local school system shall provide to students at some time while they are enrolled in grades K—12, at a minimum, instruction in the World of Work in accordance with the Declared Competencies Index, which is incorporated by reference.
B. At some time during grades 8—12 all students shall have the opportunity to complete as part of their instructional program these three activities:
(1) Developing and updating an individual career plan for at least 2 consecutive years,
(2) Participating in job interview simulations,
(3) Completing a qualifications brief or a resume acceptable for seeking employment.

Program in Mathematics
13A.04.12.01
.01 Requirements for Mathematics Instructional Programs for Grades K—12.
A. The following mathematics instructional programs shall be required in public schools for grades K—12:
(1) Grades K—8. Each local school system shall provide an instructional program in mathematics each year for all students in grades K—8.
   (2) Grades 9—12. Each local school system shall offer a mathematics program in grades 9—12 which shall enable students to meet graduation requirements and to select mathematics electives.

Program in Physical Education
13A.04.13.01
.01 Requirements for Physical Education Instructional Programs for Grades K—12.
A. The following physical education instructional programs shall be required in public schools for grades K—12:
(1) Grades K—8. Each local school system shall provide an instructional program in physical education each year for all students in grades K—8.
Program in English Language Arts
13A.04.14.01
.01 Requirements for English Language Arts Instructional Programs for Grades K—12.
A. The following English language arts instructional program shall be required in public schools for grades K—12:
   (1) Grades K—8. Each local school system shall provide an instructional program in English language arts each year for all students in grades K—8.

Programs in Fine Arts
13A.04.16.01
.01 Requirements for Fine Arts (Art, Dance, Music, Theatre) Instructional Programs for Grades K—12.
A. The following fine arts instructional programs shall be required in public schools for grades K—12:
   (1) Grades K—8. Each local school system shall provide an instructional program in fine arts each year for all students in grades K—8.

Program in Comprehensive Health Education
13A.04.18.01
.01 Requirements for Comprehensive Health Education Instructional Programs for Grades K-12.
The following comprehensive health education instructional programs shall be required in public schools for grades K—12:
A. Grades K—8: Each local school system shall provide an instructional program in comprehensive health education each year for all students in grades K—8.
Content Strands/Curricula
Summary of All Content Strands
Academic Excellence Emphasizing Consistent and Rigorous Curricula
Plan for Implementation of the 2002-2003 Recommendations

Recommendation II
Content Strands/Curricula

All Baltimore County Middle Schools will offer consistent and rigorous content strands/curricula aligned with COMAR, the Voluntary State Curriculum, Maryland State Learning Outcomes, Learning Goals, and The Essential Curriculum inclusive of the English Enrichment Program, Reading Screening, Special Education, and Guidance Support program proposals. (supplemental support programs)

In determining final content recommendations, COMAR, The No Child Left Behind Act of 2000 (NCLB), the Maryland State Assessments, the High School Assessments, the Voluntary State Curriculum, Blueprint for Progress, and research from the Southern Regional Education Board and Maryland State Board of Education were committee considerations. COMAR states the subject requirements for each content/program area. The Voluntary State Curriculum (VSC) states the assessment limits in reading and math to be tested by the Maryland State Assessments and the High School Assessments satisfy NCLB state requirements and Maryland Core Learning Goals. The Blueprint for Progress states measurable school system goals and indicators toward satisfying federal, state, and local requirements.

Content Identification

Language Arts (6-8), Math (6-8), Reading (6), Science (6-8), Social Studies (6-8), Reading (7/8 as identified by the Reading Screening Process), World Languages (7-8) by parent/school identification
These courses offered at the grade levels as indicated are recommended to be sequential year-long instructional programs for five periods (45 minutes) per week. This allows students sufficient time to cover the Voluntary State Curriculum to prepare for the Maryland State Assessments in reading and math and/or to acquire the knowledge base needed for the High School Assessments in grades eight and nine.

As a result of the Reading Screening Process, it is recommended that world languages in grades 7 and 8 be offered for students who are interested in earning world languages credit and having access to AP level courses in high school. This program option will lead students to more rigorous courses in high school.

Art (6-8), Physical Education (6-8), Music (6-8)
These courses offered at the grade levels as indicated are recommended to be sequential year-long instructional programs for a minimum of 100 periods (45 minutes) per year. Research on students at the middle level (SREB) indicates a need for consistent and balanced programs of academic, physical, developmental, and artistic instruction. The State Board of Education adopted as one of its Schools for Success Goals: All children will have the opportunity to
participate in fine arts programs that enable them to meet Maryland standards in the arts. The music and art programs must provide instruction and content that will enable and lead students to meet high school graduation credit requirements and to select fine arts electives.

**Family Studies (7-8), Technology Education (7-8), Health (6-8)**
These courses offered at the grade levels as indicated are recommended to meet more than once a week in a consistent program of instruction for at least 30 periods (45 minutes) per year in family studies and technology education. Health is to be offered as a separate comprehensive course of instruction for a minimum of 40 periods (45 minutes) per year. The health curriculum covers a wide variety of family, society, personal, health, and emotional issues necessary to promote safe living in the home, school, and community in the twenty-first century. The CollegeEd course, a 12-lesson course on college and career preparedness, is to be offered to all 7th grade students in family studies (4 lessons), and technology education (4 lessons) with a guidance classroom visitation component (4 lessons).

Content strands/curricula are to be implemented using the scheduling options and implementation plan outlined in Recommendation III.
General Middle School Schedule for Recommended Content Strands
Grades (6-8)

Scheduling Committee Considerations

1. No Child Left Behind
2. Master Plan
3. Blueprint for Progress
4. COMAR
5. Maryland State Assessments
6. Voluntary State Curriculum

General Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math (6-8)</td>
<td>Math (6-8)</td>
<td>Math (6-8)</td>
<td>Math (6-8)</td>
<td>Math (6-8)</td>
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<tr>
<td>3</td>
<td>Social St. (6-8)</td>
<td>Social St. (6-8)</td>
<td>Social St. (6-8)</td>
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<tr>
<td>4</td>
<td>Science (6-8)</td>
<td>Science (6-8)</td>
<td>Science (6-8)</td>
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<td>Science (6-8)</td>
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<td>5</td>
<td>Double Period</td>
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<tr>
<td>6</td>
<td>Related Arts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Related Arts</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Health (6-8) – Separate comprehensive course

Related Arts Courses:
- Art (6-8)
- Family Studies (7-8)
- Music (6-8)
- Physical Education (6-8)
- Technology Education (7-8)

- Middle school principals will use a systematic Reading Screening Process that makes use of multiple data points to schedule students for either reading 7/8 OR world languages, double periods (math), and/or related arts classes.

- As a result of the Reading Screening Process, it is recommended that for students who are interested in earning world languages credit and having access to AP level courses in high school that world languages in grades 7 and 8 will be offered. This program option will lead students to more rigorous courses in high school.

- Double period/dose options for students in grades 7 and 8 are used for students as identified by the school who need more time to experience the content and process in differentiated ways. Students as identified by the school who need double periods of math in grades 7 and 8 and are scheduled for reading will have to opt out of one of the listed related arts courses (art and music.)

- Grade levels are in parentheses.

- Schools have the option of offering family studies and technology education in grade 6. See schedules A and C.
Middle School Task Force
Plan for Implementation of the 2002-03 Recommendations

Recommendation II

Content Strands/Curricula

All Baltimore County Middle Schools will offer consistent and rigorous content strands/curricula aligned with COMAR, the Voluntary State Curriculum, Maryland State Learning Outcomes, the Maryland state standards and expectations, and the Baltimore County Essential Curriculum inclusive of the Reading Screening, Special Education, and Guidance Support Program Proposals.

Reading Screening Plan: Systematic plan to determine which students will exit reading after sixth grade.

Issues to be resolved for implementation:

Schools should determine the anticipated number of students they will have in seventh grade and eighth grade reading (and electives) based on the identified criteria in order to hire the appropriate number of reading (and elective) teachers. The criteria are entitled “Reading Referral Guidelines.” (See attached pages.)

Implementation Plan of Action:

Schools will receive in February the “Reading Referral Guidelines.” Prior to the student registration process for the next school year, administrators or their designees will use this process to do the following:

Grade 6 to Grade 7:
- Complete an initial screening of students to determine which students scored “basic” on the Grade 5 MSA and scored “near” or “below” grade level on the January Reading Benchmark. These students will be scheduled for Grade 7 reading class.
- Note that students for whom there is discrepant information (e.g., scored “basic” on the MSA but scored “on” grade level on the Reading Benchmark) will necessitate the Grade 6 reading teacher’s completion of the “Indicators of Reading Proficiency Reading Checklist.”
- Confirm the placement of students in their reading classes, teachers will in June review the current Grade 6 MSA reading scores to see if the Grade 5 baselines scores for students have changed. For example, if a student’s score goes from “basic” to “proficient” and the student has received a “C” or better in reading class, then he/she may move to an elective in Grade 7.

Grade 7 to Grade 8:
- Complete an initial screening of students to determine which students scored “basic” on the Grade 6 MSA and scored below “25” on the Grade 7 reading unit test. These students will be scheduled for Grade 8 reading class.
- Note that students for whom there is discrepant information (e.g., scored “basic” on the MSA but scored above “25” on the Grade 7 reading unit test) will necessitate the Grade 7 reading teacher’s completion of the “Indicators of Reading Proficiency Reading Checklist.”
- Confirm the placement of students in their reading classes. In June, teachers will review the current Grade 7 MSA reading scores to see if the Grade 6 baseline scores for students have changed. For example, if a student’s score goes from “basic” to “proficient” and the student has received a “C” or better in reading class, then he/she may move to an elective in Grade 8.

**Grade 8 to Summer School before Grade 9:**
- Complete an initial screening of students to determine which students scored “basic” on the Grade 7 MSA and scored below “25” on the Grade 8 reading unit test. These students should be scheduled for a summer reading class.
- Note that students for whom there is discrepant information (e.g., scored “basic” on the MSA but scored above “25” on the Grade 8 reading unit test) will necessitate the Grade 8 reading teacher’s completion of the “Indicators of Reading Proficiency Screening Checklist.”
- Confirm the placement of students in their reading classes. In June, teachers will review the current Grade 8 MSA reading scores to see if the Grade 7 baselines scores for students have changed. For example, if a student’s score goes from “basic” to “proficient” and the student has received a “C” or better in reading class, he/she would not necessitate a summer reading class recommendation.

**Continuing Review of Students Based on MSA Reading Scores**
- As schools monitor students’ MSA scores, they should make certain that students continue to perform at a “proficient” level. If they do not perform at a “proficient” level, they should be reviewed using the Reading Screening Process to determine if reading class placement is again necessary.

Training for administrators and Reading Contacts in each middle school in how to use the Referral Guidelines will be provided in January during the time that administrators register students for the next school year.

**Recommendations from the Middle School Task Force Committee:**
- **Send parents of students identified for reading 7 and 8 a copy of the “Indicators of Reading Proficiency” so that they might see what areas of improvement their children need to address in order to be proficient readers.**
- **Create some means of relaying this information to explain to parents the plan to exit or continue students in reading 7 and 8.**
- **Include some world language content activities in reading 7 and 8 so that students who are assigned to reading (and not world languages) do not feel stigmatized by their reading assignment.**

☐ **Budget/Fiscal resources needed for implementation:**

- The Office of English and Reading will provide professional development for reading teachers in grades 6, 7, and 8. The funds for this professional development are coming from the Title II grant. This professional development will occur for 4 days in June, 2004 after the school year ends. The funding amounts to approximately $80,000.
- Staffing schools with a sufficient number of reading and elective teachers should NOT require extra resources. The Office of English and Reading will work with the Acting Director of Human Resources to assist in finding qualified reading teachers.
- The Office of English and Reading will seek funding to develop the curriculum that teachers use with students in Reading 7 and 8. The funding request for the 10 days for each workshop amounts to $42,000.
- Schools need to purchase identified materials for use with the Grade 7 and 8 reading curriculum. The materials thus far designated for this program include nonfiction/expository kits from Teacher Created Materials that cost the schools $400 each. Each school has purchased at least one kit, and some may need to purchase several more.

☐ Staffing resources needed for implementation:

No extra resources should be required for implementation. The middle school reading teachers are built into the overall staffing of the school. The role of the reading specialist is to help identify students for the program, diagnose their needs, prescribe and implement intervention programs and strategies to address their needs, assess student progress, and provide professional development to teachers. Principals may need to “exchange” reading teachers for world language teachers, and vice versa, depending on the number of students entering each program based on the attached Reading Screening Plan.

☐ Timeline for implementation:

The implementation for this Reading Screening Procedure should begin in the winter, 2004 at the time that administrators conduct their school registration for the following year. This Screening Process is intended for current sixth grade students moving to grade 7, current seventh grade students moving to grade 8, and current eighth grade students moving to grade 9. For students moving to grade 9, the current recommendation will be a voluntary summer school placement, since high schools do not currently have a reading course.
Position Statement on the Purpose of a Reading Screening Process

The Vision Statement of the Baltimore County Public Schools suggests “graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.” If students are to achieve this goal, they need to be proficient readers. In the BCPS “Blueprint for Progress,” Indicator 1.1 states, “All diploma-bound students in grades 3-8 and 10 will meet or exceed Maryland School Assessment standards.” Reading is one of the standards measured. These standards require educators in the Baltimore County Public Schools to create effective, strategic, independent readers. In an effort to provide appropriate assistance to all students and to insure that the Standards established by the Voluntary State Curriculum and measured by MSA, some students needed direct reading instruction beyond grade 6.

The reading program in the Baltimore County Public Schools is based on the National Reading Panel’s belief that the reading program include five essential components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The inclusion of these five components combined with effective reading instruction delivery will result in students becoming effective, strategic, independent readers.

In order to help students to achieve the goals of becoming independent readers, they need to be afforded the opportunity to have appropriate reading instruction at every grade level from K-5 as well as in middle school. In order for students to meet standards established by NCLB, MSA, and VSC, the school system must have a process to identify which students need reading beyond grade 6. This identified process, entitled the Reading Screening Process, shall be used to determine which students need reading beyond grade 6.

The Reading Screening Process includes the examination of several key data points for each student entering and enrolled in middle school: MSA scores, standing on benchmark progress tests, a checklist of “Indicators of Reading Proficiency,” and performance in the grade 6 reading class. How students perform on these data points will determine if they are to exit reading instruction after grade 6 or continue in reading instruction in grades 7 and 8. This process carries forth the belief that students’ skills should be evaluated using multiple assessment measures.

Beyond the middle school, the need for reading instruction is assessed using the Reading Screening Process and is currently provided as a focused offering in summer school. In addition, reading in the content areas, which is begun as an important emphasis in middle school, continues into the high school program.
Grade 6 Referral Form
For
Grade 7: Reading

Student: ___________________________  (Last Name)  ___________________________  (First Name)
Recommending Teacher: ___________________________

Recommended Placement:  □ Reading  □ Related Arts course
□ Double period of Mathematics  □ World Languages  □ Other

Referral Criteria

**Initial Screening:**
Student scored at the “Basic” level on the grade 5 MSA.  □ yes  □ no
(Basic refers to any student who scored 404 or lower. Any student who scored between 404 – 414 is considered at risk for performing at “basic” in grade 6. The “Reading Proficiency Screening Checklist” should be completed on students in this latter category.)

**Second Screening:**
Student scored “Near” or “Below” grade level on the January Benchmark assessment.  □ yes  □ no
If both of the above criteria apply to the student, student is automatically placed in reading.

**Discrepancy Check:**
If only one of the above criteria applies to the student, complete the “Indicators of Reading Proficiency Screening Checklist” and determine the following criterion:
Student received fewer than 70 points on the “Indicators of Reading Proficiency Screening Checklist.”  □ yes  □ no
➤ If the student scores below 70 points and has a “yes” checked in either the “initial screening or the second screening,” the student is placed in reading class.

**Final Confirmation (6/04):**
Student scored above the “Basic” level on the grade 6 MSA.  □ yes  □ no
➤ Students scoring above “Basic” level on the grade 6 MSA and receiving a “C” in Grade 6 Reading should be rescheduled for another grade 7 content class as listed above.

Please note any additional information necessary for determining placement.

________________________________________
________________________________________
________________________________________
Grade 7 Referral Form
For
Grade 8: Reading

Student: ____________________________  (Last Name)  ____________________________  (First Name)

Recommending Teacher: ____________________________

Recommended Placement:  □ Reading  □ Related Arts course
□ Double period of Mathematics  □ World Languages  □ Other

Referral Criteria

Initial Screening:
Student scored at the “Basic” level on the grade 6 MSA. □ yes  □ no

Second Screening:
Student scored below 25 on the most recent "Unit Test." □ yes  □ no
If both of the above criteria apply to the student, student is automatically placed in reading.

Discrepancy Check:
If only one of the above criteria applies to the student, complete the “Indicators of Reading Proficiency Screening Checklist” and determine the following criterion:
Student received fewer than 70 points on the “Indicators of Reading Proficiency Screening Checklist.” □ yes  □ no
➢ If the student scores below 70 points and has a "yes" checked in either “the initial screening or the second screening,” the student is placed in reading class.

Final Confirmation (6/04):
Student scored above the “Basic” level on the grade 7 MSA. □ yes  □ no
➢ Students scoring above “Basic” level on the grade 7 MSA and receiving a “C” in a grade 7 reading program (if applicable) should be rescheduled for another grade 7 content class as listed above.

Please note any additional information necessary for determining placement.

____________________________
____________________________
____________________________

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Grade 8 Referral Form
For
Summer School/Grade 9: Reading

Student: ___________  (Last Name)  ___________  (First Name)

Recommending Teacher: _______________________

Recommended Placement:  □ Reading  □ Related Arts course
□ Double period of Mathematics  □ World Languages  □ Other

Referral Criteria

Initial Screening:
Student scored at the “Basic” level on the grade 7 MSA.  □ yes  □ no

Second Screening:
Student scored below 25 on the most recent reading "Unit Test."  □ yes  □ no
If both of the above criteria apply to the student, the student is automatically placed in reading.

Discrepancy Check:
Student received fewer than 70 points on the "Indicators of Reading Proficiency Screening Checklist."  □ yes  □ no
If the student scores below 70 points and has a “yes” checked in either “the initial screening or the second screening,” the student is placed in summer reading class.

Final Confirmation:
Student scored above the “Basic” level on the grade 8 MSA.

Students scoring above “Basic” level on the grade 8 MSA and receiving a “C” in Grade 8 reading (if applicable) should exit from a reading program.

Please note any additional information necessary for determining placement.

________________________________________
________________________________________
________________________________________
________________________________________

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# Indicators of Reading Proficiency Screening Checklist for Grades 6-8

**DIRECTIONS:** Based on your knowledge of this student, rate him/her on each of the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>3 Usually</th>
<th>2 Sometimes</th>
<th>1 Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Decodes single-syllable words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Decodes multi-syllable words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses syllabication (chunks words into parts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sight Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies high-frequency words</td>
<td></td>
<td></td>
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<tr>
<td><strong>Fluency</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Reads aloud with phrasing and expression</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Reads words accurately while reading aloud</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Reads at least 130 words per minute</td>
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<tr>
<td>• Attends to punctuation when reading aloud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Recognizes and uses base words, prefixes, and suffixes to determine meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses context clues to determine meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognizes and uses grade level appropriate vocabulary in oral and written work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Recognizes antonyms and synonyms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explains multiple meaning words</td>
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<td></td>
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</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recalls specific information from a text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Makes inferences based on implied information from the text or a portion of the text</td>
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<td></td>
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<tr>
<td>• Connects text to other texts and own life</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Surveys and previews the text independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sets a purpose for reading the text independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Usually</td>
<td>2 Sometimes</td>
<td>1 Rarely</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------------</td>
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<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>• Sets a purpose for reading the text independently</td>
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<tr>
<td>• Makes connections to the text from prior knowledge and experiences</td>
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<tr>
<td>• Makes predictions and ask questions about the text</td>
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<tr>
<td>• Uses a graphic organizer or another note-taking technique to record important ideas or information</td>
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<td></td>
</tr>
<tr>
<td>• Makes, confirms, or adjusts predictions</td>
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<td></td>
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</tr>
<tr>
<td>• Draws conclusions and generalizations based on stated and/or implied information from the text and previous knowledge or experience</td>
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<tr>
<td>• Identifies and explains the author's/text's purpose and intended audience</td>
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<td></td>
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</tr>
<tr>
<td>• Explains how someone might use the text</td>
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</tr>
<tr>
<td>Column Totals</td>
<td></td>
<td></td>
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<tr>
<td>Checklist Total</td>
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<td></td>
</tr>
</tbody>
</table>
# Referral Guidelines for Reading – Student Record Sheet

**Student Name ______________________________**

**DIRECTIONS:** Use as an optional data collection sheet for students identified for reading.

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
</table>
| 1. MSA 5: □ Advanced □ Proficient □ Basic  
2. January Benchmark: □ Above/On □ Near  
□ Below grade level  
3. “Indicators of Reading Proficiency Screening Checklist” score: ________ (as needed)  
4. MSA 6: □ Advanced □ Proficient □ Basic  
5. End of Course Reading 6 Grade | 1. MSA 6: □ Advanced □ Proficient □ Basic  
2. Grade 7 Reading Unit Tests: _______ _______  
3. “Indicators of Reading Proficiency Screening Checklist” score: ________ (as needed)  
4. MSA 7: □ Advanced □ Proficient □ Basic  
5. End of Course Reading 7 Grade | 1. MSA 7: □ Advanced □ Proficient □ Basic  
2. Grade 8 Reading Unit Tests: _______ _______  
3. “Indicators of Reading Proficiency Screening Checklist” score: ________ (as needed)  
4. MSA 8: □ Advanced □ Proficient □ Basic  
5. End of Course Reading 8 Grade |

**Grade 6**  
- Score at the “Basic” level on the Grade 5 MSA, and  
- Score “Near” or “Below” grade level on the January Benchmark test, and/or  
- Score below 70 points on the “Indicators of Reading Proficiency Screening Checklist” and  
- Did not receive a “C” in Reading 6 or  
- Score at the “Basic” level on the Grade 6 MSA  
will be placed in Grade 7 Reading.

**Grade 7**  
- Score at the “Basic” level on the Grade 6 and  
- Score below 25 on the Grade 7 unit tests and/or  
- Score below 70 points on the “Indicators of Reading Proficiency Screening Checklist” and  
- Did not receive a “C” in Reading 7 or  
- Score at the “Basic” level on the Grade 7 MSA  
will be placed in Grade 8 Reading.

**Grade 8**  
- Score at the “Basic” level on the Grade 7 and  
- Score below 25 on the Grade 8 unit tests and/or  
- Score below 70 points on the “Indicators of Reading Proficiency Screening Checklist” and  
- Did not receive a “C” in Reading 8 or  
- Score at the “Basic” level on the Grade 8 MSA  
should be recommended for summer school and/or a reading placement in grade 9.

**Students who exceed the above criteria may be placed in Related Arts Classes**

**Students who exceed the above criteria may be placed Related Arts Classes**

**Students who exceed the above criteria do not need reading assistance at this time.**
Middle School Task Force
Plan for Implementation of the 2002-03 Recommendations

Recommendation II

Content Strands/Curricula

All Baltimore County Middle Schools will offer consistent and rigorous content strands/curricula aligned with COMAR, the Voluntary State Curriculum, Maryland State Learning Outcomes, and The Essential Curriculum inclusive of the English Enrichment Program, Reading Screening, Special Education, and Guidance Program Proposals.

English Enrichment Program:

Issues to be resolved for implementation:

No issues to be resolved. The Office of English and Reading readily acknowledges the need for an Enrichment Strand to complement the standard middle school English curriculum. Many students not identified for GT programs are in need of some enrichment beyond the use of the standard English curriculum. This enrichment strand, which includes acceleration, compacting of skills, more in-depth study of concepts, and additional readings, will help those students who need this additional challenge level in their English program. (*see criteria below) Teachers may use the Enrichment Strand for whole classes or individual students, depending on need.

Implementation Plan of Action:

Fall, 2003 - Grade 8 Enrichment Strand that was developed in Summer, 2003 was disseminated to teachers at PDD and is in use currently.

Fall, 2004 - Grade 7 Enrichment Strand that will be developed in Summer, 2004 with the development of the revised Grade 7 English curriculum.

Fall, 2006 - Grade 6 Enrichment Strand that will be developed in Summer, 2006 when the revised Grade 6 English curriculum is developed.

☐ Budget/Fiscal resources needed for implementation:
  ☐ Funding for the Enrichment Strands is dependent on the funding of the Standard Curriculum development during workshop.

☐ Staffing resources needed for implementation:
  ☐ No staffing resources needed; carried out by teachers in schools.
**Timeline for implementation:**
- English 8 Enrichment Strand is currently in place.
- English 7 Enrichment Strand will be delivered to teachers in fall, 2004 at the PDD, and teachers will be expected to use it during the 2004-5 school year.
- English 6 Enrichment Strand will be delivered to teachers in fall, 2006 for their use in the 2006-7 school year.

*Students who demonstrate:*
- an ability to learn at an accelerated rate
- a keen interest in the topic/concept
- an ability to organize information in new ways
- an ability to think creatively
Middle School Task Force Master Plan
Planning Committee for Implementation of the 2002-03 Recommendations

Recommendation II

Content Strands/Curricula

All Baltimore County Middle Schools will offer consistent and rigorous content strands/curricula aligned with COMAR, the Voluntary State Curriculum, Maryland State Learning Outcomes, and The Essential Curriculum inclusive of the Reading Screening, Special Education, and Guidance Program Proposals.

Guidance Program:
The Office of Guidance & Counseling Services will develop a set of non-negotiable agreements on the services that will be provided by professional school counselors to all students in Middle Schools. These “non-negotiables” identify guaranteed services that will be provided at each grade level in all middle schools.

Issues to be resolved for implementation:
• Publication, distribution, and staff development on implementation of non-negotiables
• Revision of the career planning profile for use in grade 8 (Blueprint for Progress Key Strategy)
• Integration of the College Ed program into seventh grade non-negotiables
• Staff development with middle school counselors on the social/emotional needs of Gifted and Talented students
• Development of counseling resources to assist in working with at risk students, ESOL students, and students receiving special education services
• Co-curricular presentations by school counselors and Health Education teachers on topics such as violence prevention (grade 6), substance abuse prevention (grade 6, 7, 8), and date violence and sexual harassment (grade 8)

Implementation Plan of Action:
• Role-out middle school non-negotiables in 2003-2004 and conduct a train-the-trainer staff development for middle school chairs
• Revise current career planning profile to reflect career development practices in middle school and high school.
• Expand staff development training in College Ed and the use of COIN Target Interest Inventory for all middle school counselors
• Staff development training for counselors on the social/emotional needs of Gifted and Talented students, Special Education students and ESOL students in GT.
• Explore the potential to purchase the Why Try program for use in middle school and alternative schools. Train and provide materials to school counselors working with at-risk, ESOL students, and special education students. Social skills training for all middle school students.
• Collaborate with Special Education on website support for parents and links to support organizations.
• Staff development training conducted with Middle School counselors and Health Education teachers.

☐ Budget/Fiscal resources needed for implementation:
  o Career planning profile-printing; $8,000-$10,000
  o Costs of COIN target Interest Inventory for all 8th graders; $17,000
  o Grant written proposing need for $100,000 for training, publishing rights, and materials using the Why Try program. Grant presented to Professional Development
  o Staff development trainer contract for addressing the social/emotional needs of Gifted and Talented students in middle school $1000-$1500
  o Co-funding to provide training for MS counselors and Health Educators $1000-$1500

☐ Staffing resources needed for implementation: Future funding for 2006
At present, the Office of Guidance and Counseling Services supervises 325 school counselors in 164 school sites with one coordinator and one supervisor. The expansion of staff development training to accommodate the emergent needs of this large staff and to assist middle school chairs in meeting the needs of their students warrants the addition of a 1.0 supervisor to this supervisory team.

☐ Timeline for implementation:
The current proposals are slated for implementation in school year 2004-2005.
Middle School Task Force
Planning Committee for Implementation of the 2002-03 Recommendations

Recommendation II

Content Strands/Curricula

All Baltimore County Middle Schools will offer consistent and rigorous content strands/curricula aligned with COMAR, the Voluntary State Curriculum, Maryland State Learning Outcomes, and The Essential Curriculum inclusive of the Reading Screening, Special Education, and Guidance Program Proposals.

Special Education Program:

Issues to be resolved for implementation:

Transitioning to middle school for students with IEPs requires attention to their academic and social needs. Diploma-bound students with disabilities must have access to the general education curriculum, regardless of their classroom placement. In addition, middle school students with IEPs may need remedial instruction in reading decoding and math instruction designed to accelerate their acquisition of math skills to prepare them for the Algebra I requirement in grade nine. Students on the certificate track who will take the ALT-MSA need quality programs providing instruction in functional reading and math, as well as the content domains of the Life Skills curriculum.

Systemwide professional development needs to be available to all personnel who have an impact on the education of students with IEPs: general education teachers, special education teachers, paraprofessionals, cafeteria workers, bus drivers, etc. Trainings need to be available in disability awareness, peer/social acceptance, collaboration/co-teaching, differentiation, content expertise, and positive behavior interventions.

Implementation Plan of Action:
1. Implement system-wide collaborative initiatives to increase access to general education curriculum for students on IEPs.
2. Implement system-wide collaborative initiatives to increase the content expertise of special education teachers.
3. Develop reading and math programs to help students with IEPs accelerate their acquisition of reading and math skills.
4. Provide continuing professional development in collaboration/co-teaching, differentiation strategies, positive behavior interventions, and disability awareness.
5. Continue ALT-MSA training for special education teachers of certificate candidates.

☐ Budget/Fiscal resources needed for implementation:

Professional development needs: materials, contracted services, substitutes/stipends – Grant Funded.
☐ Staffing resources needed for implementation:

Continue funding the Special Education Staffing Plan to meet the recommended staffing ratios for special education.

☐ Timeline for implementation:

Middle School Task Force
Plan for Implementation of the 2002-03 Recommendations

Recommendation III (Schedules)

Middle schools will have in place a schedule that allows students time to experience the minimum proposed content hours outlined in Recommendation II of this document. Several seven-period-day schedules are listed. The Task Force recommends that principals select from one of the seven-period-day models or use them as models in creating new or modifying existing schedules that allow students time to experience the recommended content hours/periods.

Schedule A formats grades 6, 7, and 8. Schedules B and C can be used for one or more grades. Schedule D is a six-day rotation and has a different allocation for sixth grade than in seventh and eighth. Principals may wish to create their own schedule design, however, the Task Force recommends that subjects are scheduled based on the recommendations in order to allow for continuity and some flexibility of program delivery in all middle schools in Baltimore County Public Schools. Courses are also recommended by grade level based on State Assessments, Voluntary State Curriculum, and COMAR.

Issues to be resolved for implementation:
Some curricular areas will need to modify their content in order to provide the instruction in the time frame and still meet state standards. The CollegeEd program will be implemented in the family studies and technology education courses in grade 7. Health is a separate comprehensive program of instruction to be taught by health certified instructors.

Implementation Plan of Action:

- **Budget/Fiscal resources needed for implementation:**
  All middle schools need to have the facilities necessary to allow all grade levels to be scheduled for the special area subjects.

- **Staffing resources needed for implementation:**
  Adequate staffing will be needed for grades 6, 7, and 8 to have the required comprehensive Health course. Family Studies and Technology Education staff is required for the College Ed program in grade 7 as well as the curricular program. Music and Art staff is needed to implement the year-long A/B schedule for all performing ensembles, general music, and art classes in every grade level.

- **Professional Development needed for implementation:**
  It is recommended that appropriate training be provided to assistant principals on scheduling a middle school. Training sessions can be focused on the use of the Columbia School System, scheduling teams of students, organizing instrumental students in appropriate groups, and/or scheduling the Health course staffing.
Timeline for implementation:

It is recommended that principals begin implementing these schedule models for the 2004-05 school year. Schedules that allow for the proposed content in recommendation II are to be in place by 2005-06. Staffing will need to be phased in over two years to allow principals time to acquire the teaching staff necessary to offer content recommendations.
### SCHEDULE A
Special Area Subjects

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 6</strong></td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUSIC</td>
</tr>
<tr>
<td>ART</td>
<td>ART</td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUSIC</td>
</tr>
<tr>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>PE</td>
<td>ART</td>
</tr>
<tr>
<td>PE</td>
<td>PE/HEALTH</td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUSIC</td>
</tr>
<tr>
<td>ART</td>
<td>ART</td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUSIC/ART</td>
</tr>
<tr>
<td>PE</td>
<td>PE/TE</td>
</tr>
<tr>
<td>PE</td>
<td>PE/TE</td>
</tr>
<tr>
<td>PE/TE</td>
<td>HEALTH</td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUSIC</td>
</tr>
<tr>
<td>ART</td>
<td>ART</td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUSIC/ART</td>
</tr>
<tr>
<td>PE</td>
<td>PE/TE</td>
</tr>
<tr>
<td>PE</td>
<td>PE/TE</td>
</tr>
<tr>
<td>PE/TE</td>
<td>HEALTH</td>
</tr>
</tbody>
</table>

The courses indicated with a slash signify an A/B Day.

**Components of Schedule A:**
- Physical Education (PE), Art, and Music are year-long courses.
- Technology Education (TE) and Family Studies (FS) meet more than once a week in grades 7 & 8.
- Health is a separate, comprehensive course meeting all year in all grades.
- The schedule corresponds to a quarterly grading system.
- Schedule modifications needed
### SCHEDULE C
#### Special Area Subjects

**Can be used for a selected grade**

<table>
<thead>
<tr>
<th>First Quarter</th>
<th>Second Quarter</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>MUSIC</strong></td>
<td><strong>ART</strong></td>
<td><strong>MUSIC</strong></td>
</tr>
<tr>
<td>PE</td>
<td>TE</td>
<td>PE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>MUSIC</strong></td>
<td><strong>ART</strong></td>
<td><strong>MUSIC</strong></td>
</tr>
<tr>
<td>PE</td>
<td>Health</td>
<td>PE</td>
</tr>
</tbody>
</table>

**ANNUAL PDS**
- Art - 100 pds
- Health - 40 pds
- Music - 100 pds
- TE - 30 pds
- PE - 100 pds
- FS - 30 pds

The courses indicated with a slash signify an A/B Day.

**Components of Schedule C:**
- Physical Education (PE), Art, and Music are year-long courses of 100 periods each.
- Technology Education (TE) and Family Studies (FS) meet three times a week for a quarter.
- Health is a separate, comprehensive course meeting twice a week for a semester.
- The schedule corresponds to a quarterly grading system.
- PE meets twice a week for one semester and three times a week for the second semester.
**SCHEDULE D – Six-Day Rotation**  
Special Area Subjects

Grade 6  
(R is the rotation of 17 periods @ of FS/TE)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/H</td>
<td>Art</td>
<td>Music</td>
<td>R/H</td>
<td>PE</td>
<td>Art</td>
</tr>
<tr>
<td>Music</td>
<td>PE</td>
<td>Art</td>
<td>PE</td>
<td>Music</td>
<td>PE</td>
</tr>
</tbody>
</table>

Grades 7 and 8  
(R is the rotation of an 11-week trimester of FS/TE/Health)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>M</td>
<td>A</td>
<td>R</td>
<td>PE</td>
<td>M</td>
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<tr>
<td>A</td>
<td>R</td>
<td>PE</td>
<td>M</td>
<td>A</td>
<td>R</td>
</tr>
</tbody>
</table>

**ANNUAL PDS- Grade 6**
PE = 132 pds  
Rotation (R): 66 pds  
M = 99 pds  
H = 32 pds  
A = 99 pds  
TE = 17 pds  
FS = 17 pds

**ANNUAL PDS- Grades 7 & 8**
PE = 99 pds  
Rotation (R):  
M = 99 pds  
H = 33 pds  
A = 99 pds  
TE = 33 pds  
FS = 33 pds

**Components of Schedule D:**
- All special area subjects are taught in all three grades
- Physical Education (PE), Art, and Music are year-long courses
- Health is a separate, comprehensive course

**Challenge of Schedule D:**
- Requires a schedule of a six day week A-F using the Columbia School System scheduling program.
- Staffing needs to be adequate to teach all special areas in the time allotted and sharing part-time staff with another school may be a conflict.
- The trimester of Health (H)/Family Studies (FS)/Technology Education (TE) does not fall evenly in a quarterly grade report card. Teachers in the rotation would hold grades until the appropriate grading term.

- Schedule modifications needed
<table>
<thead>
<tr>
<th>Week</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1*</td>
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<td>C</td>
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<td>D</td>
<td>E</td>
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<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>Week 8</td>
<td>F</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<td>B</td>
<td>C</td>
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<td>B</td>
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<td>D</td>
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<td>C</td>
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<td>B</td>
<td>C</td>
<td>D</td>
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<td>B</td>
<td>C</td>
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<td>B</td>
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<td>Week 20</td>
<td>F</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

* Rotation begins
### SCHEDULE A

**Grades 6**

Students in grade 6 will take Reading, Art, Music, and Physical Education meet three times a week. Health meets once a week. Technology Education and Family Studies are not offered.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
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</tr>
<tr>
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<td>Math</td>
<td>Math</td>
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<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Health</td>
<td>Physical Education</td>
<td>Art</td>
</tr>
<tr>
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<td>Reading</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

**Grades 7 – 8**

*Students may take a World Language in lieu of Reading in grades 7 and 8. Music and Art meet twice a week with an additional meeting time once every other week (A/B). Physical Education meets twice a week with an additional meeting time once every other week (A/B). Technology Education and Family Studies meet once a week for a semester and an additional day once every other week alternating with Physical Education.*

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
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<td>Science</td>
</tr>
<tr>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music/Art</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Health</td>
<td>Tech Ed-Family Studies</td>
<td>Phys Ed/ Tech Ed-Fam St</td>
</tr>
<tr>
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<td>Reading/World Lang*</td>
<td>Reading/World Lang*</td>
<td>Reading/World Lang*</td>
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<td>Social Studies</td>
<td>Social Studies</td>
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<td>Social Studies</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>
**ADDITIONAL OPTIONS**

**Grade 7 - 8**
Technology Education and Family Studies meet twice a week each for one semester. Physical Education meets twice a week with an additional meeting time once every other week (A/B). Health meets once every other week alternating with Physical Education. Music and Art meet twice a week with an additional meeting time each once every other week (A/B). Students not identified for reading may take a World Language and/or a related arts course as determined by the school/parents. Students may take double dose/period courses.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>Science</td>
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<tr>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music/Art</td>
</tr>
<tr>
<td>Reading/World Lang./E</td>
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<td>Reading/World Lang./E</td>
<td>Reading/World Lang./E</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

**Grades 7 – 8**
Music and Art meet on an A/B schedule, and Physical Education meets twice a week. Health meets once a week. Technology Education and Family Studies meet twice a week for a semester each. Students not identified for reading may take a World Language and/or a related arts course as determined by the school/parents. Students may take double dose/period courses.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
<th>Language Arts</th>
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<tr>
<td>Music</td>
<td>Art</td>
<td>Music</td>
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<td>Music/Art</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Tech Ed.-Family Studies</td>
<td>Health</td>
<td>Tech Ed.- Family Studies</td>
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<td>Reading/World Lang./E</td>
<td>Reading/World Lang./E</td>
<td>Reading/World Lang./E</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>
Middle School Task Force
Plan for Implementation of the 2002-03 Recommendations

Recommendation IV (Mentor/Advisor)

Middle schools will schedule time to link all students with an in-school adult/teacher mentor/advisor to assist students and parents with monitoring student achievement and planning for future courses in middle school and into high school (CollegeEd).

Issues to be resolved for implementation:
- Scheduling
- Staffing
- Mobility – students/staff
- Curriculum
- Planning
- Training
- Confidentiality (if volunteers are used as mentors)

Implementation Plan of Action:
- Write mentor guide and train mentors.
- Curriculum should link to CollegeEd and include study skills component
- Establish and schedule time twice a quarter minimally/twice a month optimally for meetings.
- Utilize all professional and paraprofessionals – IA’s, administrators, counselors, and (consider other adults in the building given proper training – cafeteria workers, bus drivers, custodial helpers) adults in the building at a mentor/student ration of 1 to 10. It is recommended that students have the same mentor for all three years.
- Identify and train selected community volunteers.
- Have teams of adults meet with groups of students.
- Have adult mentors meet with individual students a minimum of twice a month.
- Maintain a strong home-school communication link.

☐ Budget/Fiscal resources needed for implementation:
  - Instructional materials for lessons
  - Training
    - Curriculum workshop or committee of teachers to plan countywide lessons for all to implement

☐ Staffing resources needed for implementation:

☐ Timeline for implementation:
  - Curriculum Workshop: March-May of 2004
  - Teacher training – During August Professional Days 2004
  - Implementation of Mentor Advisory Program 2004-05
Middle School Task Force
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Recommendation V

Enrichment

Middle schools will schedule before/after-school and/or weekend extra help sessions, focused on improving students’ skills and providing students with enrichment opportunities that will move them to higher levels of understanding and student mastery, and prepare students to enter into more rigorous challenging courses. Accelerated curricula taught by highly qualified teachers will increase student achievement.

Issues to be resolved for implementation:

- Identification of students. Each school will use its School Improvement Data to determine what criteria will be used to identify students for enrichment and extension activities, and the referral process for this assistance. A variety of activities may be offered to provide students with skills to move to higher levels of achievement from their current levels. Schools will determine activities based on root causes and needs assessment identified in School Improvement Plans.

- Curricular assistance provided. Schools will need to determine in which subject areas enrichment will be provided and whether it will be for only MSA tested areas.

- Transportation. Many of the students identified for after school or Saturday enrichment may not have alternative transportation beyond the regular school bus. If parents cannot provide alternative transportation, this becomes an equity issue for those students.

- Supervision. Administrators are usually in the school for the duration of the tutoring sessions, but arrangements will need to be made for student supervision after school until the parent or guardian arrives or on Saturdays.

- Highly qualified teachers. There are a number of middle school teachers who currently do not meet the standard for “highly qualified” as defined by NCLB.

- Availability of teachers. Many teachers volunteer to work after school, however, according to the Master Agreement, they cannot be required to stay after school longer than 15 minutes beyond the end of the school day to work with students with the exception of one day a week for coach class. Plan coach classes with an enrichment component. Incorporate enrichment and coach after-school sessions as a goal in the School Improvement Plan. Have teachers and parent volunteers rotate sessions.

- Attendance. Schools should invite students to attend enrichment sessions. Action to require students to stay will mandate transportation.

- School Improvement Plan. These enrichment sessions should be included as a goal in the SIP to ensure that they are a priority.

Implementation Plan of Action:

Budget/Fiscal resources needed for implementation:

- Grants. Schools with large numbers of students requesting or needing enrichment usually have grants that can support the implementation of after-school or weekend sessions by providing funds for teacher salaries and transportation. For example, the current Academic Intervention grant provides for teacher training and compensation. Three-hour
sessions focused on reading skills are provided on weekends through December 20. Other grants such as Maryland’s Tomorrow, Title I, and Targeted Poverty and Improvement grants may provide funds for teacher compensation and transportation. BCPS could choose to directly allocate grant funds for these programs. Again, funding for transportation is critical.

- Schools may choose to use operating funds.
- Schools need the flexibility to offer these enrichment opportunities in a variety of formats. These may include “enrichment packets” created by teachers or interest clubs such as those that currently exist in many schools. Many of these clubs have an academic or enrichment focus.
- For example, a 25-week session for 40 students with bus transportation will cost approximately $7000.
  - 6 teacher hours/week at $19 per hour $ 114
  - 2 school buses @ $80 $ 160
  - Cost per week $ 274
  - Cost for 25 weeks $6,850

Staffing Resources needed for implementation

- Many teachers may volunteer to work with students after school in coach sessions as is current practice.
- Schools will need to ensure that teachers have the necessary planning time and materials to conduct the program.
- Schools may need to coordinate with neighboring schools or hire outside teachers/tutors to have “highly qualified” teachers conducting the programs.

Timeline for Implementation - 2004-2005

- If schools choose to use MSA scores, they cannot determine which students will need assistance until summer. The programs could not be set up until the school year began.
- Identification and referral to these enrichment sessions should be ongoing throughout the year to ensure prompt assistance and skill enhancement.
- If schools are going to use grant funds or operating funds, they need to budget within the required timeframes.
- Sample timeline:
  - July-August Analyze MSA scores to identify students
  - Sept.-Oct. Plan program activities, identify teachers, and identify students by teacher referral or self-referral.
  - Nov.-April Implement program
  - May-June Evaluate results based on established criteria
Middle School Task Force
Planning Committee for Implementation of the 2002-03 Recommendations

Recommendation VI

Highly Qualified Teachers

All students will be taught by highly qualified teachers with emphasis on increasing each year the number of certified math teachers at the middle level.

Issues to be resolved for implementation:

- Funding sources to provide programs of Secondary Certification in Mathematics, Grades 7-12
- Teacher incentives for commitment to a three-year program (39 credits) in Mathematics
- Approval for MSDE requirements for Highly Qualified endorsement by U.S. Department of Education
- In 2002-2003, two of every three MS teachers do not hold certification in mathematics. This has changed for 2003-04 to one of every two.

Implementation Plan of Action:

Partnership programs with Loyola College of Maryland
- Certification in Secondary Mathematics, Grades 7-12, includes two prerequisite CPD courses and preparation for Mathematics Praxis II Test
- Highly Qualified License Endorsement for teachers certified in Elementary Education Six-credit program to prepare teachers for Middle School Mathematics Praxis Test Partnership program with Goucher College (in development)
- Highly Qualified License Endorsement for teachers certified in Special Education Six-credit program to prepare teachers for Middle School Mathematics Praxis Test
  - Praxis II Review Sessions
  - MS Mathematics Praxis Test Review Sessions
  - Textbooks and Review Materials
  - Praxis Test Registration Fees

Additional programs are in development at Towson University and the College of Notre Dame. An existing partnership with Towson University provides a Masters in Mathematics Education. The target audience is high school teachers. A limited number of middle school teachers enroll in this program.

- Budget/Fiscal resources needed for implementation – Grant Funded

  Certification (3-year program)
  Two prerequisite content courses sponsored by BCPS, 24 teachers $25,680
  Tuition, textbooks, and testing fees per teacher ($12,000) $288,000
  24 teachers/year, 3 years/teacher (39 credits)

  Highly Qualified
  Tuition, textbooks, and testing fees per teacher ($3,000) $216,000
  72 teachers/year (6 credits)

80
Highly Qualified: MS Special Educators
Tuition, textbooks, and testing fees per teacher ($3,330) $119,880
36 teachers (6 credits)

Praxis Review Sessions
Praxis II review materials and testing fees per teacher ($240) $2,400
10 teachers
MS Praxis review materials and testing fees per teacher ($115) $2,300
20 teachers
Total $654,260

☐ Staffing resources needed for implementation:
Instructors for prerequisites for certification program $4,000
Instructors for review sessions $10,000
Total $14,000

☐ Timeline for implementation:
All teachers must be Highly Qualified by 2005-2006.
Two existing certification cohorts will complete requirements by July, 2006.
New certification cohorts will extend beyond 2006.
Middle School Task Force
Plan for Implementation of the 2002-03 Recommendations

Recommendation VII

CollegeEd
Baltimore County Middle Schools will implement CollegeEd in seventh grade infusing the 12 lessons in the content strands of family studies and technology education with a guidance support component. This program provides students and their families with early college awareness and a five-year educational plan.

Issues to be resolved for implementation:

Since CollegeEd implementation has already begun in 2003-04, the responses below are focused on the question, What issues are to be resolved for optimal implementation of CollegeEd?

1. What accommodations have current CollegeEd teachers identified that students with disabilities need? For example:
   Identify college-parallel postsecondary agencies that serve Intensity Five students with disabilities for those students to research.

2. What class scheduling models have worked best for schools?

3. What is the impact in the first year on maintaining the maximum number of class hours to teach the regular curriculum in Family Studies, Technology Education, Professional School Counseling and other program areas involved in implementation?

4. What has been the impact on staffing in the program areas involved in implementation?

5. How were the school counselors able to integrate CollegeEd into the developmental program on career development in middle school?
   School counselors use the COIN Target career interest inventory as part of the CollegeEd program to develop a connect between students’ interests and the careers being explored in the CollegeEd program. School Counselors tie data developed in the CollegeEd lessons to the development of a five year career planning profile on the selection of courses in middle school and high school that support future career goals.

6. Work with high school counselors to make them aware of the CollegeEd Programs in order to ensure a continuum of support for the college readiness concept.

Implementation Plan of Action – Operational Fund

- Budget/Fiscal resources needed for implementation:
  Annual:
  ✓ Budget for purchase of 8,000 student manuals for all 7th graders
  ✓ Replacement and/or new teacher manuals: $144 (12 @ $12 each)
  ✓ Purchase of 8,000 COIN Target Interest Inventories and COIN software: $15,000
  ✓ Printing of 8,000 Career Planning Profiles and 2000 replacements: $5,000

- Staffing resources needed for implementation:
  ✓ The CollegeEd program takes a minimum of 12 class hours to deliver. Schools are encouraged to use staffing resources in family studies, technology education, and Professional School Counseling to teach the CollegeEd coursework, as these are the most compatible and relevant programs with the CollegeEd mission.
  ✓ Class time in these programs has been redirected to accomplish the CollegeEd mission. Therefore, schools must maintain and/or hire sufficient staffing to deliver the CollegeEd

✓ In schools that do not have Family Studies or Technology Education, current staffing in other disciplines has been utilized, e.g., social studies and math. The same issues mentioned above are relevant to these disciplines as well.

☐ Timeline for implementation:

✓ Mid-year 2003-04 teacher-feedback session to be conducted by the Office of Secondary Programs and the Office of Career and Technology Education.
✓ First year follow-up assessment in June 2004 conducted by College Board.
✓ First year teacher-feedback session in spring semester 2004 conducted by the Office of Secondary Programs and the Office of Career and Technology Education.
✓ A two-year phase-in plan is needed so that principals may acquire appropriate staffing in family studies and technology education to implement CollegeEd as outlined in the recommendation.
REFERENCES


Code of Maryland Regulations (COMAR) (January 2004).


Southern Regional Education Board. Middle Grades to High School: Mending A Weak Link. Atlanta, GA: Southern Regional Education Board, 2002.

Standards for Initial and Advanced Programs in Middle Level Education (1999). National Staff Development Councils.


BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: James R. Sasiadek, President
       Joe A. Hairston, Secretary-Treasurer

SUBJECT: PROPOSED SCHEDULE OF BOARD MEETINGS, 2004-2005

ORIGINATOR: Brenda Stiffler, Administrative Assistant to the Board of Education

RESOURCE PERSON(S): Brenda Stiffler, Administrative Assistant to the Board of Education

RECOMMENDATION

That the Board of Education approves the proposed Schedule of Board Meetings for 2004-2005

* * * * *

The proposed Schedule of Board Meetings is attached for introduction to the Board. Approval of the schedule is planned for the April 20, 2004 Board meeting

Appendix I – Proposed Schedule of Board Meetings
March 23, 2004

TO: Members of the Board of Education

FROM: James R. Sasiadek, President
       Joe A. Hairston, Secretary-Treasurer

RE: Proposed Schedule of Board Meetings, 2004-2005

We are proposing the following dates for the Board of Education meetings for 2004-2005.

Please note a deviation from the normal scheduling of Board meetings on the 2\textsuperscript{nd} and 4\textsuperscript{th} Tuesdays during the months of October, and December. During these two months, meetings have been scheduled on the 1\textsuperscript{st} and 3\textsuperscript{rd} Tuesdays to avoid having only one meeting in December.

This item will be placed on the April 20, 2004 agenda for action.

July 13 Approved April 2003
August 10 Approved April 2003
September 14 and 28 September 6 – Labor Day
                          September 16 – Rosh Hashanah
                          September 30 – MABE Conference
October 5 and 19 October 1 & 2 – MABE Conference
                          October 10-13 – NFUSSD Conference
November 9 and 23 November 2 – General Election
                          November 25 & 26 – Thanksgiving Holiday
December 7 and 21 December 24-31 – Winter Break
January 11 and 25 January 17 – Martin Luther King, Jr. Birthday Observance
                          January 30 – NSBA FRN Conference
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>February 8 and 22</td>
<td>February 21 – President’s Day</td>
</tr>
<tr>
<td>March 8 and 22</td>
<td>March 24-31 – Spring Break</td>
</tr>
<tr>
<td>April 12 and 26</td>
<td>April 16-19 – NSBA Conference</td>
</tr>
<tr>
<td>May 10 and 24</td>
<td>May 2 or 9 – Awards for Excellence Dinner</td>
</tr>
<tr>
<td></td>
<td>May 3 – TABCO Dinner</td>
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<tr>
<td></td>
<td>May 4 – Career &amp; Tech Education Recog. Dinner</td>
</tr>
<tr>
<td>June 14</td>
<td>June 1-5 – Commencement Exercises</td>
</tr>
<tr>
<td></td>
<td>June 24-26 – CUBE Seminar</td>
</tr>
<tr>
<td>July 12</td>
<td>July 4 – Schools/Offices closed in observance of Independence Day</td>
</tr>
<tr>
<td>August 9</td>
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Retirements

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<tr>
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<th>School/Office</th>
<th>Years of Service</th>
<th>Effective Date</th>
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<tr>
<td>Linda Barron</td>
<td>Guidance Counselor</td>
<td>Pleasant Plains Elem.</td>
<td>24.6</td>
<td>7-01-04</td>
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<tr>
<td>Paul F. Becker</td>
<td>Teacher</td>
<td>Towson High</td>
<td>40.0</td>
<td>7-01-04</td>
</tr>
<tr>
<td>Carol Coleman</td>
<td>Paraeducator</td>
<td>Dogwood Elem.</td>
<td>7.5</td>
<td>2-01-04</td>
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<tr>
<td>Sharon Cornish</td>
<td>Lib. Sci. Media</td>
<td>Sandy Plains Elem.</td>
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<td>7-01-04</td>
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<td>Dolores Davis</td>
<td>Teacher</td>
<td>Charlesmont Elem.</td>
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<tr>
<td>Carole DeLauney</td>
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<tr>
<td>Robert Haines</td>
<td>Teacher</td>
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<tr>
<td>Paulette Hall</td>
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<tr>
<td>Russell H. Jones</td>
<td>Personnel Officer I</td>
<td>Greenwood HR Bldg.</td>
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<td>Francis Kupres</td>
<td>Teacher</td>
<td>Eastern Tech. High</td>
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<td>7-01-04</td>
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<td>John Long</td>
<td>ROTC Instructor</td>
<td>Lansdowne High</td>
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<td>Location</td>
<td>Years</td>
<td>Date</td>
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<td>Ronald Price</td>
<td>Teacher</td>
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<td>Martha Provonsha</td>
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<td>Aquilla Rice</td>
<td>PPW</td>
<td>NW Area Office</td>
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<td>Susan Tearle</td>
<td>Teacher</td>
<td>Oakleigh Elem.</td>
<td>37.5</td>
<td>7-01-04</td>
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<tr>
<td>Jacqueline Zachary*</td>
<td>Teacher</td>
<td>Relay Elem.</td>
<td>17.0</td>
<td>7-01-04</td>
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</tbody>
</table>

*Note: Correction of Service Years.

As of 3/5/04
March 23, 2004

RESIGNATIONS

**ELEMENTARY – 24**

- New Town Elementary School  
  Michele A. Elburn, 06/30/04, 2.0 yrs.
  Susan S. Washburn, 06/30/04, 1.0 yr.

- Battle Grove Elementary School  
  Laurie Hiland, 06/30/04, 1.0 yr.
  Lisa K. Simser, 06/30/04, 3.0 yrs.

- Carney Elementary School  
  Robyn N. Shrewsberry, 03/05/04, 7.0 mos.

- Cedarmere Elementary School  
  Sara E. Dorsey, 06/30/04, 2.0 yrs.

- Church Lane Elementary Technology School  
  Malka R. Markowitz, 06/30/04, 3.0 yrs.

- Dogwood Elementary School  
  Elizabeth A. Woody, 06/30/04, 3.0 yrs.

- Dundalk Elementary School  
  Joseph G. Fischhaber, 06/30/04, 1.0 yr.
  Angela K. Peters, 06/30/04, 2.0 yrs.
  Jennifer A. Trojan, 06/30/04, 3.0 yrs.

- Featherbed Lane Elementary School  
  Catherine C. Sciandria, 04/15/04, 10.0 yrs.

- Glenmar Elementary School  
  Catherine G. Marino, 06/30/04, 1.9 yrs.

- Harford Hills Elementary School  
  Denise E. Kord, 06/30/04, 6.0 yrs.

- Hawthorne Elementary School  
  Maria Algeri, 06/30/04, 6.0 mos.

- Hernwood Elementary School  
  Erin K. Merrell, 06/30/04, 2.0 yrs.

- McCormick Elementary School  
  Ann M. Thomas, 06/30/04, 1.4 yrs.

- Red House Run Elementary School  
  Susan M. Serenari, 06/30/04, 2.0 yrs.

- Villa Cresta Elementary School  
  Lori J. Stambaugh, 06/30/04, 2.4 yrs.

- Wellwood International School  
  Robert L. Bledsoe, 06/30/04, 5.0 yrs.
  View Limawararut, 06/30/04, 6.0 yrs.

- Westchester Elementary School  
  Stacy L. Heaver, 06/30/04, 13.0 yrs.

- Woodbridge Elementary School  
  Stacy L. Bilo, 06/30/04, 4.0 yrs.
  Nicole M. Wilson, 06/30/04, 1.0 yr.

**SECONDARY - 10**

- Arbutus Middle School  
  John K. Davis, 06/30/04, 2.0 yrs.

- Cockeysville Middle School  
  Robert W. Tucek, 06/30/04, 8.0 yrs.

- Deep Creek Middle School  
  Erin K. O’Connor, 06/30/04, 1.0 yr.

- Deer Park Middle Magnet School  
  Rosie J. Shaw, 06/30/04, 7.0 mos.

- Lansdowne Middle School  
  Tricia L. Bar-Dougherty, 02/16/04, 6.0 mos.  
  (Guidance)
RESIGNATIONS

Loch Raven High School
Richard P. Heibel, 06/30/04, 1.0 yr.

Meadowood Education Center
Rhead A. Smart, 06/30/04, 3.0 yrs.

Overlea High School
G. Jane Harmon, 06/30/04, 8.0 yrs. (ROTC)

Southwest Academy
Kelly A. Doherty, 06/30/04, 1.0 yr.

Sudbrook Magnet Middle School
JoAnn L. Cassidy, 06/30/04, 16.0 yrs. (Nurse)

SEPARATIONS FROM LEAVE – 19

Gail A. Boyes, granted Child Rearing Leave, 10/14/02-06/30/04, resigning 02/15/04, 10.6 yrs.
Amy M. Cohen, granted Unusual or Imperative Leave, 06/30/04, resigning 06/30/04, 8.0 yrs. (Guidance)
Regina L. Damico, granted Personal Leave, 07/01/03-06/30/04, resigning 06/30/04, 9.5 yrs.
Leah B. Dickens, granted Second Child Rearing Leave, 04/13/02-04/13/04, resigning 02/17/04, 8.6 yrs.
Amalie L. Dolan, granted Unusual or Imperative Leave, 07/01/03-06/30/04, resigning 06/30/04, 3.0 yrs.
Angela M. Fenton, granted Child Rearing Leave, 01/25/02-06/30/04, resigning 06/30/04, 9.0 yrs. (Guidance)
Heather R. Franklin, granted Child Rearing Leave, 12/09/01-12/09/03, resigning 02/19/04, 6.6 yrs.
Ann C. Furman, granted Second Child Rearing Leave, 06/25/02-06/25/04, resigning 02/19/04, 8.6 yrs.
Therese Garroway, granted Child Rearing Leave, 10/29/02-10/29/04, resigning 06/30/04, 17.0 yrs. (Guidance)
Danielle K. Hales, granted Child Rearing Leave, 07/04/02-07/04/04, resigning 06/30/04, 3.0 yrs.
Rachel Hills, granted Child Rearing Leave, 12/10/02-02/06/04, resigning 02/18/04, 13.6 yrs.
Kimberly D. Iman, granted Child Rearing Leave, 11/02/02-06/30/04, resigning 06/30/04, 5.0 yrs.
Barbara E. Kotelnicki, granted Child Rearing Leave, 09/11/02-06/30/04, resigning 02/27/04, 6.6 yrs.
Lisa S. Piecewicz, granted Unusual or Imperative Leave, 07/01/03-06/30/04, resigning 06/30/04, 4.0 yrs.
Roberta A. Schulman, granted Personal Leave, 07/01/03-06/30/04, resigning 02/15/04, 8.6 yrs.
Heather Skelley, granted Second Child Rearing Leave, 12/14/01-12/14/03, resigning 02/25/04, 9.6 yrs.
Jennifer S. Tormey, granted Second Child Rearing Leave, 05/30/02-05/30/04, resigning 02/28/04, 6.6 yrs.
Joan Twining, granted Academic Leave, 07/01/03-06/30/04, resigning 02/18/04, 6.6 yrs.
Veronica J. White, granted Academic Leave, 07/01/03-06/30/04, resigning 06/30/04, 3.0 yrs.
BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND 21204

March 23, 2004

LEAVES

CHILD REARING LEAVE

LISA STONE BAYNE – Halethorpe Elementary School
Effective May 19, 2004 through May 19, 2006

APRIL GOLDRING – Greenwood Administrative Building (Administrative Secretary I)
Effective July 5, 2004 through July 5, 2006

LISA FLEET – Randallstown High School (Building Services Worker)*
Effective January 8, 2004 through September 8, 2004

AMY LONDON MARLIN – Winfield Elementary School
Effective April 18, 2004 through April 18, 2006

JACKIE MCCOY – Milford Mill Academy (Cafeteria Worker)*
Effective February 25, 2004 through August 25, 2004

SHANTEI LLOYD MITCHELL – Dundalk Elementary School
Effective March 22, 2004 through June 30, 2005

STEPHANIE KETNER SUTTON – Lansdowne Middle School
Effective July 24, 2004 through June 30, 2006

MEDICAL LEAVES

SHAHID SAFDAR ALI – Randallstown High School
Effective January 21, 2004 through May 1, 2004

EARNSTINE KENION – Carver Center (Building Service Worker)*
Effective January 13, 2004 through January 13, 2005

SHARON STEVENSON – Deep Creek Middle School (Para Educator)
Effective February 19, 2004 through February 19, 2005

ADA WAGNER – Dundalk High School (Cafeteria Worker)*
Effective February 3, 2004 through February 3, 2005

PERSONAL LEAVE

BEATRICE DOOSE – Halstead Academy
Effective July 1, 2004 through June 30, 2005

*Non-member Maryland State Retirement System & Pension System

DOP: 3/30/2004
UNUSUAL OR IMPERATIVE LEAVES

DEBORAH HULTING – Formerly Pinewood Elementary School
Effective July 1, 2004 through June 30, 2005

CHRISTINE MEDVETZ – Formerly Fullerton Elementary School
Effective July 1, 2004 through June 30, 2005
Exhibit G-1

Baltimore County Public Schools
Towson, Maryland 21204

March 23, 2004

DECEASED

The Board gratefully acknowledges the service of the employee listed below:

**Rudolph Lyons**
Sr. Operations Supervisor
Pulaski Park Office
March 2, 2004

**Patricia Spriggs**
Elementary Classroom
Hampton Elementary School
March 12, 2004
Baltimore County Public Schools

Date: March 23, 2004

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: New Northwest Area Educational Advisory Council Member

Originator: Dr. Scott Gehring, Executive Director of Schools, Northwest Area

Resource Person(s): Catherine Barnes

Recommendation

That M. Noel Levy be appointed as a member of the Northwest Area Educational Advisory Council

*****
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Joe A. Hairston, Superintendent

SUBJECT: RECOMMENDATIONS FOR AWARD OF CONTRACTS

ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

PERSON(S): Patrick Fannon, Controller; Rick Gay, Purchasing Manager

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

See the attached list of contract recommendations presented for consideration by the Board of Education of Baltimore County.

Appendix I – Recommendations for Award of Contracts – Board Exhibit
Recommendations for Award of Contracts  
Board Exhibit – March 23, 2004

The following contract recommendations are presented for consideration by the Board of Education of Baltimore County.

1. **Contract:** Educational Services for the Judith P. Hoyer  
   Early Care and Education Center Extension  
   **Bid #:** 5-540-02

   - **Extension:** 6 years
   - **Contract Ending Date:** July 2009 (tentative)
   - **Estimated annual extension award value:** $86,000
   - **Estimated total extension award value:** $516,000

   **Description:**

   The Office of Elementary Education applied for, and has received, a renewable grant from the Maryland State Department of Education to provide comprehensive educational services to young children and their families. The original grant was approved in January of 2002. Partnerships to facilitate the educational services were established for execution of the grant. Funding by the Maryland State Department of Education is based on the utilization of these partnerships. The ultimate goal of the “Judy Center” is to prepare all young children to enter elementary school ready to learn. The center includes programs for three-year olds, pre-kindergarten, all-day kindergarten, extended day child-care, special education, and Head Start. Emphasizing the whole child, the center offers programs that address all issues of child development and family needs, such as effective parenting, early literacy, health issues, and good nutrition. Partners include **Family Tree, Inc., Baltimore, MD; Abilities Network, Baltimore, MD; Child Care Links, Baltimore, MD; and Towson University, Towson, MD.** Each partner will bear responsibility for direct services to children, services to families, and/or professional development. The “Judy Center” will be located at Campfield Early Childhood Center. The current student enrollment at Campfield Center is approximately 429 students. Students are drawn from Bedford, Milbrook, Randallstown, Scotts Branch, and Wellwood Elementary Schools, and return to their home schools for either kindergarten or first grade.

   **Family Tree, Inc.** will provide parenting support services through the use of parenting support models of service. These models will serve to provide an intensive level of support for at-risk families thereby creating nurturing environments for children. **Abilities Network** will provide the Project ACT Maryland Model for School Readiness to the “Judy Center” children and families. Project ACT also facilitates on-site special instruction and technical assistance to early care and education providers. **Child Care Links** will encourage the region’s licensed child-care centers to link with on-site accredited programs and provide technical assistance, training, and support. This enables all eligible children to receive equitable programs. **Towson University** will provide a literacy program for family members and child care providers.
The six-year contract is valid for an additional five years pending approval of the continuation of grants by the Maryland State Department of Education.

**Recommendation:**

Award of contract is recommended to:

- Family Tree, Inc.    Baltimore, MD
- Abilities Network    Baltimore, MD
- Child Care Links    Baltimore, MD
- Towson University    Towson, MD

**Responsible school or office:** Department of Elementary Programs-Early Childhood

**Contact Person:** Jane E. Lichter and Clarice T. Taylor

**Funding Source:** Grant Funds, Maryland State Department of Education
2. **Contract:** Office of Science PreK-12: Curriculum Materials and Equipment  
   **Bid #:** JNI-732-04

**Term:** 1 year  
**Extensions:** 0  
**Contract Ending Date:** 1/31/05 (tentative)  
**Estimated total award value:** $120,000

**Bid issued:** Sole-source  
**Pre-bid meeting date** NA  
**Bid due date:** NA  
**No. of vendors issued to:** NA  
**No. of bids received:** NA  
**No. of no-bids received:** NA  
**No. of non-responsive:** NA

**Description:**

The Office of Purchasing requests approval of the sole-source procurement of state-of-the-art data-acquisition software and hardware from Pearson Digital Learning. The *Waterford Early Math & Science* is a full year, individualized computer curriculum for grades pre-K and K. The program is the direct result of over five years of research and development by the Waterford Institute, a non-profit educational research organization dedicated to the innovation and improvement of public education. This curriculum uses digital music, advanced graphics, and colorful animation to provide standards-based instruction and mastery of specific skills and concepts such as number sense, operations, geometry, and patterns, as well as the scientific process, famous scientists, life science, physical science, and earth science. Individual progress is tracked and reported through student reports, class summary reports, and audio recordings. Over 38 take-home books accompany the program, and each child receives four videocassettes to support parent literacy instruction in the home. Teacher materials, professional development, and technical support are provided as part of the purchase package.

Superintendent’s Rule 3215 creates guidelines and procedures for sole-source procurement only under specific guidelines. The rule permits a sole-source contract when the Office of Purchasing determines “that it would be advantageous or [that it would be] impractical to seek or utilize another source when the requirement is only available from a single source, and when the compatibility of equipment, accessories, or replacement parts is the paramount consideration.”

Superintendent’s Rule 3209 paragraph 2. (A) Requires “All purchases of textbooks, computer software, and other materials are subject to the published procedures, authority, and scrutiny of the Office of Purchasing.” Section 7-106 of the Education Article of the Annotated Code of Maryland, section 5-112 (b) (3) (ii) 1. states that 5-112 does not apply if the County Board determines in the written specification that a particular manufacturer’s product is required to maintain compatibility of service or equipment. Under the Office of Purchasing procedure OP4002.4, a sole-source purchase may arise from the following conditions: copyrighted products, such as software and publications.
Recommendation:

Award of contract is recommended to:

Pearson Digital Learning, Scottsdale, AZ

Responsible school or office: Office of Science

Contact Person: C. David Copenhaver

Funding Source: Grants for Title I
3. **Contract:** Reading Textbooks and Materials for Grade 6  
**Bid No.:** RGA-112-04

**Term:** 5 years  
**Extensions:** 0  
**Contract Ending Date:** 6/30/09 (tentative)

**Estimated annual award value:** $117,623  
**Estimated total award value:** $588,116

**Bid issued:** NA  
**Pre-bid meeting date:** NA  
**Due Date:** NA  
**No. of vendors issued to:** 4  
**No. of bids received:** 4  
**No. of no-bids received:** 0

**Description:**
We request approval from the Board of Education to purchase the selected text *Scott Foresman Reading: Great Expectations, Grade 6*, published by Pearson Education. The book has a copyright date of 2004, and Pearson Education holds the copyright. Because it is copyrighted material, and the book is not available from any other source, the Office of Purchasing will purchase these materials under our sole-source guidelines. Superintendent’s Rule 3209, paragraph 2 (A), requires that “All purchases of textbooks, computer software, and other materials are subject to the published procedures, authority, and scrutiny of the Office of Purchasing.” The Office of Purchasing Procedure OP4002.4 indicates that a sole-source purchase may arise from the following conditions: copyrighted products, such as software, publications, textbooks, media, or products (specialized and/or advanced technology), which ensure a compatible learning environment for students/faculty at various school sites.

The Office of English and Reading followed the selection process as established in Board Policy 6163.2 and Superintendent’s Rule 6163.2. The Office of English and Reading appointed a study committee in September 2003 to define the content of the new reading program of study. The committee developed a set of criteria based on the science-based research document developed by the National Reading Panel as well as the Maryland Voluntary State Curriculum. Using these criteria, the Office of English and Reading study committee conducted its initial review of ten different series. The search was then narrowed to four series. Based on the established criteria for quality and type of materials needed, four sets of reading instructional materials were solicited from the following vendors:

- Macmillan/McGraw-Hill Reading Grade 6  
  - McGraw-Hill
- Houghton Mifflin Reading Grade 6: Triumphs  
  - Houghton Mifflin
- Harcourt Grade 6: Trophies  
  - Harcourt
- Scott Foresman Reading Great Expectations Grade 6  
  - Pearson Education.

The Grade 6 reading study consisted of representatives from Special Education, middle school administration, Gifted and Talented Programs, Instructional Technology, middle school department chairs, Grade 6 classroom reading teachers, elementary program
supervisors, and parents/community members. All areas of the county were represented. They met with and without vendors present on multiple occasions. Also, a sub-group of the study committee conducted a thorough alignment check using the four sets of reading materials with a criteria evaluation checklist against the contents of the MDSE Voluntary State Curriculum Grade 6 Reading Content Standards and Assessment Limits.

Materials were placed on display in the Educational Support Services’ Building for one month for educators, the community, and parents to review. In addition, all stakeholders were invited for an evening showcase where the four reading series, with their ancillary materials, were on display. Finally, a meeting with parent groups was held to address concerns and queries regarding the materials. All of these events were advertised via the Superintendent’s Bulletin, personal letters of invitation, and follow-up phone calls to encourage and confirm attendance.

After careful consideration the committee selected *The Scott Foresman Reading Great Expectations Grade 6* because it met all of the established criteria below:

- The program meets the five components recommended by the National Reading Panel.
- The program has the highest correlation to the Voluntary State Curriculum than any of the other programs examined.
- The program presents selections with a multicultural perspective.
- The program incorporates appropriate formative and summative assessments that will help teachers to guide instruction and inform them of student growth in reading.
- It provides adaptations, differentiation, and enrichment for students in the English Language Learners, special education, and gifted and talented programs.
- The program includes supplemental literary and nonfiction books to meet the needs of a range of students and allow for differentiation.
- The teacher resource package provides all needed materials for daily instruction.
- The student text includes challenging and engaging readings for a variety of student audiences.
- The program includes a balance of expository and literary selections as well as two additional sets of classroom libraries per teacher.
- The professional development package ensures ongoing technical assistance in helping teachers to deliver the program using the best practices researched for effective reading instruction.
Recommendation:

Award the Scott Foresman Reading Great Expectations Grade 6 reading program based on the unanimous decision of the Grade 6 Reading Study Committee

Responsible school or office: Office of English and Reading

Contact Person: Paula Simon and Carla Zamerelli-Clifford

Funding Source: Textbook Budget & Title II Funds
DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – VARIOUS CONSTRUCTION PACKAGES
AT WOODHOLME ELEMENTARY SCHOOL

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
J. Kurt Buckler, P.E., Head of Engineering
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves various contract awards.

*****

Award of Contract – Various Construction Packages at Woodholme Elementary School.

Appendix I – Recommendation of Award of Contract
Appendix I

**Recommendation of Award of Contract**

**Various Construction Packages at Woodholme Elementary School**

**March 23, 2004**

On March 3, 2004, bids were received for the various construction packages associated with the construction of Woodholme Elementary School - Bid #JMI-637-04. Attached is a summary of the bids received. The Department of Physical Facilities recommends approval of contract awards to the lowest responsive bidders, for the construction packages listed below, in the amount of $6,977,205.00.

<table>
<thead>
<tr>
<th>Package #</th>
<th>Bid Package</th>
<th>Contractor</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>Concrete</td>
<td>Harbor Construction, Inc.</td>
<td>$519,000.00</td>
</tr>
<tr>
<td>4A</td>
<td>Masonry</td>
<td>George Moehrle Masonry</td>
<td>$1,538,000.00</td>
</tr>
<tr>
<td>5A</td>
<td>Steel</td>
<td>Crystal Steel</td>
<td>$996,000.00</td>
</tr>
<tr>
<td>6A</td>
<td>Carpentry/Casework</td>
<td>Hancock &amp; Albanese</td>
<td>$943,000.00</td>
</tr>
<tr>
<td>9B</td>
<td>Tile</td>
<td>Williams Ceramic Tile, Inc.</td>
<td>$83,064.00</td>
</tr>
<tr>
<td>9D</td>
<td>Flooring</td>
<td>Apartment &amp; Business</td>
<td>$142,264.00</td>
</tr>
<tr>
<td>9E</td>
<td>Painting</td>
<td>Shoemaker Brothers</td>
<td>$118,400.00</td>
</tr>
<tr>
<td>10A</td>
<td>Operable Partitions</td>
<td>Steel Products, Inc.</td>
<td>$37,654.00</td>
</tr>
<tr>
<td>10B</td>
<td>Toilet Compartments</td>
<td>Steel Products, Inc.</td>
<td>$27,655.00</td>
</tr>
<tr>
<td>10C</td>
<td>Lockers</td>
<td>Partition Plus, Inc.</td>
<td>$61,498.00</td>
</tr>
<tr>
<td>10D</td>
<td>Visual Display Boards</td>
<td>Partition Plus, Inc.</td>
<td>$62,270.00</td>
</tr>
<tr>
<td>11B</td>
<td>Athletic Equipment</td>
<td>TJ Distributors</td>
<td>$30,400.00</td>
</tr>
<tr>
<td>15A</td>
<td>Mechanical</td>
<td>Denver-Elek, Inc.</td>
<td>$2,418,000.00</td>
</tr>
</tbody>
</table>

At this time, we also request approval of a 5% Change Order Allocation in the amount of $348,860.25 to cover unforeseen conditions and minor changes to the contract which will be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available from Capital Budget Project #111 – Woodholme Elementary School.

**APPROVED:**

\[Signature\]

Donald F. Krempel, Ph.D.
Executive Director
### BALTIMORE COUNTY PUBLIC SCHOOLS
### WOODHOLME ELEMENTARY SCHOOL
### PACKAGE 3A - CONCRETE

<table>
<thead>
<tr>
<th>Bidder's Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harbor Construction, Inc.</td>
<td>$519,000.00</td>
</tr>
<tr>
<td>Dance Brothers</td>
<td>$584,500.00</td>
</tr>
<tr>
<td>DGS Construction</td>
<td>$776,660.00</td>
</tr>
</tbody>
</table>

### BALTIMORE COUNTY PUBLIC SCHOOLS
### WOODHOLME ELEMENTARY SCHOOL
### PACKAGE 4A - MASONRY

<table>
<thead>
<tr>
<th>Bidder's Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Moehrle Masonry</td>
<td>$1,538,000.00</td>
</tr>
<tr>
<td>Karon Masonry</td>
<td>$1,551,000.00</td>
</tr>
<tr>
<td>Maganaro</td>
<td>$1,649,000.00</td>
</tr>
</tbody>
</table>

### BALTIMORE COUNTY PUBLIC SCHOOLS
### WOODHOLME ELEMENTARY SCHOOL
### PACKAGE 5A - STEEL

<table>
<thead>
<tr>
<th>Bidder's Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Steel</td>
<td>$996,000.00</td>
</tr>
<tr>
<td>Jarvis Steel</td>
<td>$998,000.00</td>
</tr>
<tr>
<td>S.A. Halac Ironworks</td>
<td>$1,060,000.00</td>
</tr>
<tr>
<td>Johnsontown Welding</td>
<td>$1,249,000.00</td>
</tr>
</tbody>
</table>

### BALTIMORE COUNTY PUBLIC SCHOOLS
### WOODHOLME ELEMENTARY SCHOOL
### PACKAGE 6A – CARPENTRY, CASEWORK, AND MISCELLANEOUS SPECIALTIES

<table>
<thead>
<tr>
<th>Bidder's Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hancock &amp; Albanese</td>
<td>$943,000.00</td>
</tr>
<tr>
<td>Homewood General</td>
<td>$1,031,000.00</td>
</tr>
</tbody>
</table>
### PACKAGE 9B – TILE

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams Ceramic Tile, Inc.</td>
<td>$83,064.00</td>
</tr>
<tr>
<td>Metro Flooring</td>
<td>$99,405.00</td>
</tr>
<tr>
<td>Shoemaker Brothers</td>
<td>$127,000.00</td>
</tr>
<tr>
<td>Churchville Tile &amp; Marble</td>
<td>$138,799.27</td>
</tr>
<tr>
<td>Winfield Tile</td>
<td>$140,998.00</td>
</tr>
</tbody>
</table>

### PACKAGE 9D – FLOORING

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartment &amp; Business Flooring Systems, Inc.</td>
<td>$142,264.00</td>
</tr>
<tr>
<td>L&amp;R Floors</td>
<td>$218,520.00</td>
</tr>
</tbody>
</table>

### PACKAGE 9E – PAINTING

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoemaker Brothers</td>
<td>$118,400.00</td>
</tr>
<tr>
<td>NLP Enterprises</td>
<td>$118,900.00</td>
</tr>
<tr>
<td>JNA Painting</td>
<td>$138,318.00</td>
</tr>
</tbody>
</table>

### PACKAGE 10A – OPERABLE PARTITIONS

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steel Products, Inc.</td>
<td>$37,654.00</td>
</tr>
<tr>
<td>Modern Door &amp; Equipment</td>
<td>$41,000.00</td>
</tr>
</tbody>
</table>
### PACKAGE 10B – TOILET COMPARTMENTS / ACCESSORIES

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steel Products, Inc.</td>
<td>$27,655.00</td>
</tr>
<tr>
<td>Greenwald Industrial Products</td>
<td>$29,700.00</td>
</tr>
<tr>
<td>Partition Plus</td>
<td>$29,800.00</td>
</tr>
</tbody>
</table>

### PACKAGE 10C – LOCKERS

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partition Plus, Inc.</td>
<td>$61,498.00</td>
</tr>
<tr>
<td>Steel Products, Inc.</td>
<td>$63,456.00</td>
</tr>
<tr>
<td>Glover Equipment</td>
<td>$64,900.00</td>
</tr>
<tr>
<td>Greenwald Industrial Products</td>
<td>$68,440.00</td>
</tr>
</tbody>
</table>

### PACKAGE 10D – VISUAL DISPLAY BOARDS, DISPLAY CASES, AND PROJECTION SCREENS

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partition Plus, Inc.</td>
<td>$62,270.00</td>
</tr>
<tr>
<td>Steel Products, Inc.</td>
<td>$76,543.00</td>
</tr>
<tr>
<td>Sun Control Systems</td>
<td>$98,352.00</td>
</tr>
</tbody>
</table>

### PACKAGE 11B – ATHLETIC EQUIPMENT

<table>
<thead>
<tr>
<th>Bidder’s Name</th>
<th>BASE BID</th>
</tr>
</thead>
<tbody>
<tr>
<td>T J Distributors</td>
<td>$30,400.00</td>
</tr>
<tr>
<td>Modern Door &amp; Equipment</td>
<td>$31,990.00</td>
</tr>
<tr>
<td>Steel Products</td>
<td>$36,789.00</td>
</tr>
<tr>
<td>Bidder's Name</td>
<td>BASE BID</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Denver-Elek, Inc.</td>
<td>$2,418,000.00</td>
</tr>
<tr>
<td>C&amp;H Mechanical</td>
<td>$2,430,000.00</td>
</tr>
<tr>
<td>G.H. Nitzel, Inc.</td>
<td>$2,450,000.00</td>
</tr>
</tbody>
</table>
DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – ADA UPGRADES AT WESTOWNE ELEMENTARY SCHOOL

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Mohammed Mufti, Architect
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – ADA Upgrades at Westowne Elementary School.

Appendix I – Recommendation of Award of Contract
Recommendation for Award of Contract  
ADA Upgrades at Westowne Elementary School  
March 23, 2004

On March 9, 2004, five (5) bids were received for the ADA renovations at Westowne Elementary School - Bid #JCO-439-04. This project consists of ADA modification to two sets of student restrooms, one set of faculty restrooms, and the installation of accessible water coolers. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends an award of contract to E. Pikounis Construction Company, Inc., the lowest responsive bidder, in the amount of $73,495.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $7,349.50, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available in Capital Budget Project # 665 – Major Maintenance.

APPROVED:

[Signature]  
Donald F. Krempel, Ph.D.  
Executive Director
Baltimore County Public Schools  
Westowne Elementary School - ADA Upgrades  
Bid Number: JCO-439-04  
Bid Due Date: March 9, 2004

<table>
<thead>
<tr>
<th>Bidders’ Names</th>
<th>Base Bid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Pikounis Construction Company, Inc.</td>
<td>$73,495.00</td>
</tr>
<tr>
<td>Most, Inc.</td>
<td>$75,298.00</td>
</tr>
<tr>
<td>RWC Contracting, Inc.</td>
<td>$84,325.00</td>
</tr>
<tr>
<td>Tito Contractors, Inc.</td>
<td>$98,750.00</td>
</tr>
<tr>
<td>Jack H. Kidd Associates</td>
<td>$110,000.00</td>
</tr>
</tbody>
</table>
DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – KITCHEN HOOD REPLACEMENTS AT CATONSVILLE HIGH, FRANKLIN HIGH, LANSDOWNE HIGH, AND WOODLAWN MIDDLE SCHOOLS

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Cristina Blasetti, Sr. Project Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an award of contract.

*****

Award of Contract – Kitchen Hood Replacements at Catonsville High, Franklin High, Lansdowne High, And Woodlawn Middle Schools.

Appendix I – Recommendation of Award of Contract
On March 5, 2004, two (2) bids were received for kitchen hood replacements at Catonsville High, Franklin High, Lansdowne High, and Woodlawn Middle Schools - Bid # JCO-436-04. These projects consist of replacing the existing kitchen exhaust hood systems to meet current standards. A summary of the bids received is attached. Based on the bids received, the Department of Physical Facilities recommends the award of contracts with Chilmar Corporation, Inc., the lowest responsive bidder, in the amount of $291,358.00 for the Base Bids and Add Alternate #1 at all four schools. This Add Alternate includes the installation of gas-fired heat exchangers to provide tempered make-up air for the new exhaust hoods.

At this time, we also request approval of a 5% Change Order Allocation in the amount of $14,567.90, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for these projects is available in Capital Budget Project # 666 – Alterations/Code Updates/Restorations.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
## Baltimore County Public Schools
Catonsville High, Franklin High, Lansdowne High, and Woodlawn Middle Schools - Kitchen Hood Replacement Projects
Bid Number: JCO-436-04
Bid Due Date: March 5, 2004

<table>
<thead>
<tr>
<th>BIDDERS’ NAMES:</th>
<th>BASE BID</th>
<th>ALTERNATE #1</th>
<th>ALTERNATE #2</th>
<th>BASE BID PLUS ADD ALTERNATE #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catonsville High School</strong></td>
<td></td>
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Add Alternate #1: Furnish and install gas-fired heat exchanger to provide tempered make-up air.

Add Alternate #2: Replace the existing electrical outlets serving the kitchen appliances under the new exhaust hood.
DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: AWARD OF CONTRACT – SYSTEMIC RENOVATIONS AT GOLDEN RING MIDDLE SCHOOL

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approve an award of contract.

*****

Award of Contract – Systemic Renovations at Golden Ring Middle School

Appendix I – Recommendation of Award of Contract
Appendix I

Recommendation of Award of Contract
Systemic Renovations at Golden Ring Middle School
March 23, 2004

The systemic renovation project at Golden Ring Middle School consists of replacing the heating, ventilating, air conditioning and plumbing systems, ceilings, electrical upgrades, windows, and related work along with the installation of a sprinkler system. In order to complete work under this project, the Department of Physical Facilities requests approval of a contract with North Point Builders, Inc., the surety secured re-let contractor, in the amount of $2,614,934.00.

At this time, we also request approval of a 10% Change Order Allocation in the amount of $261,493.40, to cover any unforeseen conditions and minor changes to the contract, to be authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this project is available through Capital Budget Project # 096 – Golden Ring Middle Systemic Renovations.

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
DATE: March 23, 2004
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: REQUEST TO NEGOTIATE – DESIGN SERVICES FOR SYSTEMIC RENOVATIONS AT ARBUTUS MIDDLE SCHOOL, SUDBROOK MAGNET MIDDLE SCHOOL, RIDGELY MIDDLE SCHOOL, AND SOUTHWEST ACADEMY
ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services
RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction
Clarence Foard, Mechanical Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education grants approval to Negotiate.

*****

Request to Negotiate – Design Services for Systemic Renovations at Arbutus Middle School, Sudbrook Magnet Middle School, Ridgely Middle School, and Southwest Academy

Appendix I – Request to Negotiate
Appendix I

Request Approval to Negotiate
Design Services for Systemic Renovations at Arbutus Middle School, Sudbrook Magnet Middle School, Ridgely Middle School, and Southwest Academy
March 23, 2004

The Fiscal Year 2004 Capital Budget includes funding for design and construction services for systemic renovations at Arbutus Middle School, Sudbrook Magnet Middle School, Ridgely Middle School, and Southwest Academy. The Department of Physical Facilities has advertised for firms interested in performing these design services for this third group of middle schools to be addressed under the Major Maintenance Renovation Program. All procedures in the Board of Education’s Policy and Rule, Section 7210 were followed to advertise, qualify, interview, and select the consultants.

The Qualification Committee met in January 2004, to review the “expressions of interest” submitted by twenty-four (24) consultants. The Qualification Committee reviewed and graded this information and stated that the Selection Committee should consider twelve (12) qualified firms.

On March 5 and 8, 2004, the Selection Committee met and discussed the Qualification Committee’s report and interviewed each of the twelve (12) qualified firms. Based on their evaluations, the Selection Committee recommends that approval be granted to begin contract negotiations with the following firms for the systemic renovations at the noted schools:

- Burdette, Koehler, Murphy & Associates, Inc. Arbutus Middle School
- Gilbert Architects, Inc. Sudbrook Magnet Middle School
- James Posey Associates, Inc. Ridgely Middle School
- KCI Technologies Southwest Academy

APPROVED:

Donald F. Krempel, Ph.D.
Executive Director
DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: REQUEST FOR CHANGE ORDER – CONSTRUCTION INSPECTION SERVICES FOR SYSTEMIC RENOVATIONS AT DUNDALK MIDDLE, FRANKLIN MIDDLE, AND PARKVILLE MIDDLE SCHOOLS

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
E. Phillip Schied, P.E., Program Manager
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a change order.

*****

Request for Change Order – Construction Inspection Services for Systemic Renovations at Dundalk Middle, Franklin Middle, and Parkville Middle Schools

Appendix I – Recommendation of approval of a Change Order
Request for Change Order
Construction Inspection Services for Systemic Renovations at
Dundalk Middle, Franklin Middle, and Parkville Middle Schools
March 23, 2004

On June 10, 2003, the Board of Education approved a fee acceptance with DFI, Inc. to provide for daily construction inspection services for the systemic renovation projects at Dundalk Middle, Franklin Middle, and Parkville Middle Schools utilizing the Baltimore County contract for inspection services. The Baltimore County inspection contract, primarily issued to obtain inspectors for roadway and utility construction, was not intended to provide inspectors with sophisticated multi-trade experience. To obtain quality inspections for the systemic renovations, it became necessary to employ the services of more highly skilled and experienced inspectors above the contracted minimum hourly rate. An increase to the previously approved fees is needed in order to maintain continuity with these inspection services throughout project completion.

At this time, the Department of Physical Facilities requests approval of a change order in the not-to-exceed amount of $75,000.00 with DFI, Inc. for inspection services associated with the systemic renovation projects at Dundalk Middle, Franklin Middle, and Parkville Middle Schools.

Funding for this change order is available from Capital Budget Project #665 – Major Maintenance.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 23, 2004

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: REQUEST FOR INCREASE IN CONTINGENCY AUTHORIZATION - 
BOILER REPLACEMENT AT DEER PARK MIDDLE MAGNET 
SCHOOL

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director 
Department of Physical Facilities 
Richard Cassell, P.E., Administrator 
Office of Engineering and Construction 
Sammie Clark, Mechanical Engineering Designer 
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves an increase to the contingency allocation.

*****

Request for Increase in Contingency Authorization – Boiler Replacement Project at Deer Park Middle Magnet School.

Appendix I – Request for Increase to Contingency Authorization
Appendix I

Request for Increase in Contingency Authorization
Boiler Replacement at Deer Park Middle Magnet School
March 23, 2004

On May 13, 2003, the Board of Education approved an award of contract with M&M Welding and Fabricators, Inc. to replace a boiler and install a new hot water heater and storage tank at Deer Park Middle Magnet School. During the course of construction it was found that a blend pump, which was not part of the original project scope, was failing. This pump was replaced in order to maintain continuous heat at the school.

The Department of Physical Facilities requests approval to increase the project contingency in the amount of $4,340.00 to cover the costs associated with this additional work. The final contingency for this project, provided this requested increase is approved, will equal $20,040.00 or approximately 12.8% of the total contract award of $157,000.00.

Funding for this increase contingency allocation is available through the Capital Budget Project #665- Major Maintenance.

APPROVED:

[Signature]

Donald F. Krenchel, Ph.D.
Executive Director
Baltimore County Public Schools

Date: March 23, 2004

To: Board of Education

From: Dr. Joe A. Hairston, Superintendent

Subject: Key School Legislation

Originator: Dr. George P. Poff, Jr., Assistant to the Superintendent Governmental Relations

Recommendations

* * * * *

That the Board consider taking positions on Key School Legislation.

Attachment I – Key School Legislation
Attachment II – House Bill 1
Attachment III – House Bill 1 Fiscal Note

* New since last Board meeting
SB 1 Education – Teachers – State and Local Aid Program for Certification
Under current law, there is a program of State and local aid to teachers who pursue certification by the National Board for Professional Teaching Standards known as the State and Local Aid Program for Certification by the National Board for Professional Teaching Standards. Each school year, the State Board is required to select, consistent with the amount provided in the State budget, a maximum of 500 teachers to participate in the Program. The law provided for the act to remain effective for a period of 7 years, and to sunset May 31, 2004. As proposed, this bill would strike the sunset provision.

This Bill has passed the Senate and is presently before the House.

The Board supports SB 1.

SB 8 (HB 306) Teachers’ Retirement and Pension Systems – Reemployment of Retired Teachers – Sunset
Current law is scheduled to sunset June 30, 2004. This measure would extend the termination date until June 30, 2008, for provisions of law that allow retirees of the Teachers’ Retirement and Pension Systems to be reemployed without an earnings limitation imposed on their retirement benefit.

The Board supports SB 8 (HB 306).

SB 115 Task Force to Study the Maryland Teachers’ Pension System and the Teachers’ Retirement System
This legislation would establish a 27-member task force to review and evaluate the adequacy of the two systems and, if deemed necessary, make recommendations for changes.

Changes to the benefits structure of the Maryland Teachers’ Pension and Retirement Systems have left our State with one of the least attractive systems in our nation.

The Board supports SB 115.

* New since last Board meeting
SB 174 (HB 741) Education – Maryland School for the Blind – Notice to Parents or Guardians of Availability of Programs
This legislation, sponsored by Senators Klausmeier, Harris, Hollinger, and Stone, requires that local education agencies notify the parents or guardians of each blind or visually impaired child, including children with multiple disabilities, of the availability of the educational programs offered by the Maryland School for the Blind. This legislation would require a process that is already in place relative to the Maryland School for the Deaf and in fact is already employed in serving the needs of visually impaired children by the Baltimore County Public Schools.

This Bill has passed the Senate and is presently before the House.

The Board supports SB 174 (HB 741).

SB 526 (HB 851) Education – Distressed Schools – Performance Incentive Grants
This legislation, sponsored by Senator Delores Kelley, would create an incentive grant program for schools defined by the Maryland State Department of Education as in need of improvement, corrective action, or restructuring. Should these schools demonstrate “statistically significant progress” toward achieving AYP for three years, the school would be eligible to receive a $15,000 grant.

The Board supports SB 526 (HB 851)

* HB 1 Public School Construction Assistance Act of 2004
This legislation, introduced by the Speaker and the Chairs of Ways & Means and Appropriations, was pre-filed as a “place holder” to potentially address the recommendations of the Task Force on School Facilities. This Bill closes a “loophole” in current law by imposing recordation and transfer taxes on the transfer of real property when transfers are achieved through the sale of “controlling interest” is a specified corporation, partnership, or a limited liability company. Currently, real property can be effectively transferred without payment of transfer and recordation taxes by transferring controlling interest or ownership by a corporation, limited liability company, or partnership.

Because this type of transaction is not currently subject to taxes, it is difficult to estimate the amount of revenue that could be generated by this Bill. It is, however, estimated that this Bill would generate an additional $6.5 million in State transfer tax revenue in FY 2005 and approximately $72.19 million annual thereafter. Also,
the local governments would be expected to receive approximately $21.6 million in FY 05 and an additional $43.2 million in future years.

This Bill would require that specified amounts of State and local revenue from recordation and transfer taxes be dedicated to school construction for FY 2005 through 2008. The Baltimore County share to be dedicated to school construction is estimated to be about $5 million.

Support is recommended for HB 1.

**HB 162 Teacher Incentives**
This legislation, requested by the State Department of Education, specifies that a classroom teacher who holds a professional certificate or a resident teacher’s certificate and teaches in a public school identified in accordance with State Board regulations as a school in need of improvement, a school under corrective action, or a restructured school that achieves adequate, yearly progress for two consecutive years shall receive a one-time stipend from the State in the amount of $4,000, provided that the teacher taught in the school for the two years in which the school achieved adequate, yearly progress.

The Board supports HB 162.

**HB 199 Public School Construction – Modular Construction**
This legislation would require that the Board of Public Works shall include modular construction as an approved public school construction or capital costs. It would also require that the Board of Public Works adopt regulations defining modular construction and minimum specifications for their approval as a public school construction cost.

The Board supports HB 199

**HB 208 Education – County Boards of Education – Competitive Bidding**
This legislation would increase the threshold dollar amount of a contract for which a county board of education must use competitive bidding. This increase in the statutory limit from $15,000 to $25,000 would place local boards of education on par with the same $25,000 limit used by the State of Maryland, counties, and other municipalities.

The Board supports HB 208.
HB 345 (SB 245) Bridge to Excellence in Public Schools Act – Trigger Provision – Repeal
This legislation would repeal the provision in the Bridge to Excellence in Public Schools Act that makes a specified level of State funding contingent upon the adoption of a joint resolution by the General Assembly before the 50th day of the Session; and repeals the provision of the Act establishing an alternative funding level of State aid for education if the joint resolution is not adopted. The genesis of this resolution is the Attorney General’s opinion that this provision of the law raises serious legal questions. The House version of the Bill was quickly heard and passed and is currently before the Senate.

This emergency legislation has passed and is in effect.

The Board supports HB 345 (SB 245).

HB 1060 (SB 747) Teachers’ and Local Employees’ Retirement Enhancement Act of 2004
This legislation, sponsored by Delegate Adrienne Jones and 48 members of the House, is the long-anticipated effort to improve Maryland’s teachers’ pension program. Once deemed the best program in the nation, reform legislation over a decade ago has rendered Maryland’s system for its educators near last in states’ rankings. This legislative proposal includes the recommendation of the Task Force on Pensions, which would be:

③ Increase cap on COLA from 3% - 5%
③ Mandatory for new hires, optional for current members
③ Across the board increase for current retirees:
  a) $1,200 for retirees who have been retired not more than 5 years;
  b) $1,500 for retirees who have been retired more than 5 but less than 10 years;
  c) $1,800 for retirees who have been retired more than 10 but less than 15 years; and
  d) $2,100 for retirees who have been retired more than 15 years.
③ Benefits based on entire compensation (stipends, coaches, national teacher certification)
③ Ability to purchase service credit similar to retirement system
③ Reduce penalties for early retirement by 1%
③ Reduce retirement age from 62 to 60 without 30 years (similar to retirement system)
③ Employees’ contribution from 2% to 5%
The Fiscal Note on this legislation has not been completed but is expected to be about $200 million. As such, the expectations of passage are low, but the placement of the issue on the legislative agenda is crucial to future reform.

The Board supports HB 1060 (SB 747).

**HB 1230 (SB 787) Public School Facilities Act of 2004**

This legislation articulates the recommendations of the Task Force to Study Public School Facilities. This task force was prescribed by language in the *Bridge to Excellence Act* and was charged to conduct a similar analysis of “adequacy” as it pertains to facilities. Sponsored by the Chairs of the House Ways and Means and Appropriations Committees and the Chairman of the House Minority, it represents a bipartisan effort to recognize facilities’ needs and begin the process for their systematic address.

This comprehensive and complex legislation is based upon the Task Force’s analysis of facilities adequacy needs exceeding $3.8 billion across our State with a finding of a $408 million need in Baltimore County (page 15 of the attached Fiscal Note).

Among several recommendations, this legislation calls for a new cost-sharing formula for each county beginning in 2006, a reduction in state rated capacity for elementary classes in grades one to five, a change in the aging schools allocation which would reduce our share, and the introduction of alternative funding methods.

Faced with an affordability challenge similar to that of the Thornton Commission, the Task Force on Facilities recommends, and the legislation reflects, a multi-year phase-in until 2013 to achieve the targeted dollars in State support, requiring about $250 million in annual State Capital support. This is approximately $150 million more than the State’s commitment for each of the next four fiscal years.

Considering the present fiscal condition of the State’s economy, careful monitoring of the possible piecemeal passage of these recommendations will be necessary so as to insure that administrative/legal changes are not made in absence of the necessary resources—unfunded mandates.

If the legislation were passed in its entirety, Baltimore County facility needs would be better met through increased State support.

The Board supports HB 1230 (SB 787).

* New since last Board meeting
HB 1409 Baltimore County – Comprehensive Master Plan – Class Size Reduction
This legislation, if passed, would amend the Master Plan requirements for the Baltimore County Public Schools under the Bridge to Excellence in Public Schools Act (Thornton). The Master Plan requirement for Baltimore County would need to include a separate description of the county Board’s goals relating to the reduction of class size in kindergarten through third grade; and progress made towards achieving these goals.

Local school systems are presently only one-half year into their management under required Master Plans. The process of developing Baltimore County’s plan was deliberate and comprehensive as to content as well as the involvement of stakeholders. The Baltimore County Master Plan on page 46 under Goal 1, Performance Indicator 1.1 for 2003-2004 school year states, “Reduce the student-teacher ratios for Kindergarten to Grade 2 from 23:1 to 21:1 for allocating positions to schools.” Our budget, which is based upon the Blueprint for Progress/Master Plan, is presently before the County Executive and will shortly move to the County Council.

Amendments to the statewide Master Plan requirements for an individual county, before the State Board of Education has the opportunity to review one year’s data across Maryland, should be resisted. A process currently exists in the requirements for master plans, which allow the State Superintendent of Schools to require additional information—Section 5-401, (c)(8), which can be seen on page 2, line 27 of the Bill.

The Board opposes HB 1409.
A BILL ENTITLED

AN ACT concerning

Public School Construction Assistance Act of 2004

FOR the purpose of imposing recordation and transfer taxes on the transfer of

controlling interest in certain entities owning certain interests in real property

in Maryland; requiring the counties and Baltimore City for certain fiscal years

to dedicate certain recordation tax revenues to public school construction and

renovation; providing for the distribution of certain State transfer tax revenues

to a special fund to be used only for public school construction and renovation in

certain counties; requiring the filing of a certain report; providing for a filing

fee; establishing the rate of taxation and the method of calculation of tax

liability; exempting certain transfers; providing for interest and a penalty for

certain filings; requiring the Department of Assessments and Taxation to adopt

certain regulations; requiring the Department of Assessments and Taxation to

deduct and credit certain revenues to a certain fund; defining certain terms;

requiring the State to provide a certain percentage of eligible cost of public

school construction with respect to certain State funding for school construction;

providing for a delayed effective date; and generally relating to the taxation of

transfers of controlling interests in certain entities.

BY repealing and reenacting, with amendments,

Article - Tax - Property

Section 12-110(d) and 13-209(a)

Annotated Code of Maryland

(2001 Replacement Volume and 2003 Supplement)

BY adding to

Article - Tax - Property
HOUSE BILL 1

Section 12-110(e), 12-116, and 13-103

(Annotated Code of Maryland

(2001 Replacement Volume and 2003 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
MARYLAND, That the Laws of Maryland read as follows:

Article - Tax - Property

12-110.

(d) (1) THE DEPARTMENT SHALL DEDUCT THE COST OF ADMINISTERING
THE RECORDATION TAX FROM THE TAXES COLLECTED UNDER THIS TITLE AND
CREDIT THOSE REVENUES TO THE FUND ESTABLISHED UNDER § 1-203.3 OF THE
CORPORATIONS AND ASSOCIATIONS ARTICLE.

(2) [The] AFTER DEDUCTING THE REVENUES REQUIRED UNDER
PARAGRAPHS (1) OF THIS SUBSECTION, THE recordation tax collected under [§
12-103(d)] §§ 12-103(D) AND 12-116 of this title shall be paid to the Comptroller.
[After deduction of the cost to the Department of collecting the tax, the] THE
Comptroller shall distribute the revenue to the counties in the ratio that the
recordation tax collected in the prior fiscal year in each county bears to the total
recordation tax collected in all counties in that year.

(E) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, FOR
EACH FISCAL YEAR BEGINNING ON OR AFTER JULY 1, 2004, BUT BEFORE JULY 1,
2008,
FROM THE RECORDATION TAX REVENUE RECEIVED FOR THE FISCAL YEAR EACH
COUNTY AND BALTIMORE CITY SHALL DISTRIBUTE THE FOLLOWING AMOUNT TO A
SPECIAL FUND, TO BE USED ONLY TO PAY FOR THE COSTS OF PUBLIC SCHOOL
CONSTRUCTION AND RENOVATION, INCLUDING PAYMENT OF DEBT SERVICE ON
BONDS ISSUED TO PAY FOR PUBLIC SCHOOL CONSTRUCTION AND RENOVATION:

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HOUSE BILL 1

(2) For the fiscal year beginning July 1, 2004, the amount required to be distributed to the special fund by each county and Baltimore City is one half of the amount specified in paragraph (1) of this subsection.

(3) Recordation tax revenues dedicated to public school construction and renovation under this subsection are intended to supplement funding for public school construction and renovation and may not supplant other county or state funding for public school construction and renovation.

(A) (1) In this section the following words have the meanings indicated.

(2) "Controlling interest" means:

(I) more than 80% of the total value of all classes of stock of a corporation;

(II) more than 80% of the total interest in capital and profits of a partnership, association, limited liability company, or other unincorporated form of doing business;

(III) more than 80% of the beneficial interest in a trust.

(3) "Final transfer" means that transfer of any portion of a controlling interest which completes the transfer of a controlling interest in a real property entity.

(4) (I) "Plan of transfer" means an intentional plan or program to transfer the controlling interest in a real property entity.
HOUSE BILL 1

(II) "PLAN OF TRANSFER" DOES NOT INCLUDE A SERIES OF SALES OF SHARES OF A PUBLICLY TRADED ENTITY.

(5) (I) "REAL PROPERTY" MEANS REAL PROPERTY LOCATED IN THE STATE.

(II) "REAL PROPERTY" DOES NOT INCLUDE:

1. A LEASEHOLD, UNLESS CREATED BY A LEASE THAT IS REQUIRED TO BE RECORDED UNDER § 3-101(A) OF THE REAL PROPERTY ARTICLE; OR

2. ANY MORTGAGE, DEED OF TRUST, OR OTHER LIEN UPON

OR SECURITY INTEREST IN REAL PROPERTY THAT SECURES AN INDEBTEDNESS.

(6) (I) "REAL PROPERTY ENTITY" MEANS A CORPORATION, PARTNERSHIP, ASSOCIATION, LIMITED LIABILITY COMPANY, LIMITED LIABILITY PARTNERSHIP, OTHER UNINCORPORATED FORM OF DOING BUSINESS, OR TRUST THAT DIRECTLY OR BENEFICIALLY OWNS REAL PROPERTY THAT:

1. CONSTITUTES AT LEAST 80% OF THE VALUE OF ITS ASSETS; AND

2. HAS AN AGGREGATE VALUE OF AT LEAST $500,000.

(II) FOR THE PURPOSES OF THIS PARAGRAPH, THE VALUE OF REAL PROPERTY SHALL BE DETERMINED WITHOUT REDUCTION FOR ANY MORTGAGE, DEED OF TRUST, OR OTHER LIEN UPON OR SECURITY INTEREST IN THE REAL PROPERTY.

(III) "REAL PROPERTY ENTITY" DOES NOT INCLUDE AN ENTITY WITH LAND HOLDINGS THAT, OTHER THAN HOMESITES OR AREAS OF COMMERCIAL ACTIVITY RELATED TO AGRICULTURAL PRODUCTION, ARE ENTIRELY SUBJECT TO AN AGRICULTURAL USE ASSESSMENT UNDER § 8-209 OF THIS ARTICLE.

(B) (1) THE RECORDATION TAX IS IMPOSED ON THE TRANSFER OF A CONTROLLING INTEREST IN A REAL PROPERTY ENTITY AS IF THE REAL PROPERTY DIRECTLY OR BENEFICIALLY OWNED BY THE REAL PROPERTY ENTITY WERE CONVEYED BY AN INSTRUMENT OF WRITING THAT IS RECORDED WITH THE CLERK OF THE CIRCUIT COURT FOR A COUNTY OR FILED WITH THE DEPARTMENT UNDER § 12-102 OF THIS SUBTITLE.

(2) (I) THE RECORDATION TAX IS IMPOSED ON THE CONSIDERATION PAYABLE FOR THE TRANSFER OF THE CONTROLLING INTEREST IN THE REAL PROPERTY ENTITY.

(II) THE CONSIDERATION TO WHICH THE RECORDATION TAX APPLIES INCLUDES THE AMOUNT OF:
HOUSE BILL 1

1. ANY MORTGAGE, DEED OF TRUST, OR OTHER LIEN UPON
   OR SECURITY INTEREST IN THE REAL PROPERTY DIRECTLY OR BENEFICIA
   OWNED BY THE REAL PROPERTY ENTITY; AND

2. ANY OTHER DEBT OR ENCUMBRANCE OF THE REAL
   PROPERTY ENTITY.

(III) THE CONSIDERATION TO WHICH THE RECORDATION TAX
APPLIES IS REDUCED BY THE AMOUNT ALLOCABLE TO THE ASSETS OF THE REAL
PROPERTY ENTITY OTHER THAN REAL PROPERTY.

(IV) THE REAL PROPERTY ENTITY HAS THE BURDEN OF
ESTABLISHING TO THE SATISFACTION OF THE DEPARTMENT THE CONSIDERATION
REFERRED TO IN SUBPARAGRAPH (I) OF THIS PARAGRAPH AND THE AMOUNT OF
ANY
CONSIDERATION ALLOCABLE TO ASSETS OTHER THAN REAL PROPERTY REFERRED
TO IN SUBPARAGRAPH (III) OF THIS PARAGRAPH.

(V) IF THE REAL PROPERTY ENTITY FAILS TO ESTABLISH THE
AMOUNT OF CONSIDERATION REFERRED TO IN SUBPARAGRAPH (I) OF THIS
PARAGRAPH, THE RECORDATION TAX IS IMPOSED ON THE VALUE OF THE REAL
PROPERTY DIRECTLY OR BENEFICIA OWNED BY THE REAL PROPERTY ENTITY
DETERMINED BY THE DEPARTMENT AT THE DATE OF FINALITY IMMEDIATELY
BEFORE THE DATE OF THE FINAL TRANSFER.

(3) EXCEPT AS OTHERWISE PROVIDED IN § 12-103(D) OF THIS SUBTITLE,
THE RECORDATION TAX IS APPLIED AT THE RATE SET UNDER § 12-103(B) OF THIS
SUBTITLE BY THE COUNTY WHERE THE REAL PROPERTY IS LOCATED.

(C) (1) THE TRANSFER OF A CONTROLLING INTEREST IN A REAL PROPERTY
ENTITY IS NOT SUBJECT TO RECORDATION TAX IF THE TRANSFER OF THE REAL
PROPERTY BY AN INSTRUMENT OF WRITING BETWEEN THE SAME PARTIES AND
UNDER THE SAME CIRCUMSTANCES WOULD HAVE BEEN EXEMPT UNDER § 12-108
OF
THIS SUBTITLE.

(2) THE RECORDATION TAX IS NOT IMPOSED ON THE TRANSFER OF A
CONTROLLING INTEREST IN A REAL PROPERTY ENTITY EFFECTED IN MORE THAN
ONE TRANSACTION IF:

(I) THE TRANSFER IS COMPLETED OVER A PERIOD OF MORE THAN
12 MONTHS; OR

(II) THE TRANSFER IS NOT MADE IN ACCORDANCE WITH A PLAN OF
TRANSFER.

(3) THE RECORDATION TAX IS NOT IMPOSED ON THE TRANSFER OF A
CONTROLLING INTEREST IN A REAL PROPERTY ENTITY TO ANOTHER BUSINESS IF
THE OWNERSHIP INTERESTS IN THE TRANSFEREE BUSINESS ENTITY ARE HELD BY
THE SAME PERSONS AND IN THE SAME PROPORTION AS IN THE REAL PROPERTY
ENTITY THE CONTROLING INTEREST OF WHICH WAS TRANSFERRED.
HOUSE BILL 1

(4) The recordation tax is not imposed on the transfer of a controlling interest in a real property entity if each transferor, each transferee, and each real property entity is:

   (I) A subsidiary corporation, all of the stock of which is owned, directly or indirectly, by a common parent corporation;

   (II) A partnership, all of the interests in which are owned, directly or indirectly, by one or more subsidiaries or the common parent corporation; or

   (III) The common parent corporation.

(5) The recordation tax is not imposed on the transfer of a controlling interest in a real property entity if the transferee of the controlling interest in the real property entity is:

   (I) A nonstock corporation organized under Title 5, Subtitle 2 of the Corporations and Associations Article; and

   (II) Registered with the Department of Aging as a continuing care retirement community under Article 70B, § 9 of the Code.

(6) The real property entity has the burden of establishing to the satisfaction of the Department the applicability of any exemption referred to in paragraphs (1) through (5) of this subsection.

(D)(1) The real property entity shall file with the Department a report of any transfer of a controlling interest in the real property entity that is completed within a period of 12 months or less within 30 days following the date of the final transfer.

(2) The report shall include all information to establish to the satisfaction of the Department:

   (I) The consideration referred to in subsection (B)(2)(I) of this section;

   (II) The amount of assets other than real estate referred to in subsection (B)(2)(II) of this section; and

   (III) Any exemption provided for in subsection (C) of this section.

(3) The report shall be accompanied by payment of:

   (I) A $20 filing fee; and

   (II) Any tax, interest, and penalty that is due.
HOUSE BILL 1

(E) (1) IF ANY TAX DUE UNDER THIS SECTION REMAINS UNPAID FOR 30 DAYS AFTER THE DATE OF THE FINAL TRANSFER, THEN:

(I) INTEREST ON THE UNPAID AMOUNT SHALL ACCRUE THEREAFTER AT THE RATE OF 1% PER MONTH; AND

(II) A PENALTY OF 10% OF THE UNPAID AMOUNT SHALL BE DUE.

(2) ANY TAX, INTEREST, AND PENALTY DUE UNDER THIS SECTION IS AN OBLIGATION OF THE REAL PROPERTY ENTITY.

(3) FOR REASONABLE CAUSE, THE DEPARTMENT MAY WAIVE THE IMPOSITION OF INTEREST OR PENALTY.

(F) THIS SECTION DOES NOT APPLY TO:

(1) A PLEDGE OF STOCK OR OTHER INTEREST IN A REAL PROPERTY ENTITY AS SECURITY FOR A LOAN; OR

(2) THE ADMISSION TO THE REAL PROPERTY ENTITY OF ADDITIONAL SHAREHOLDERS, PARTNERS, BENEFICIAL OWNERS, OR OTHER MEMBERS INCIDENT TO THE RAISING OF ADDITIONAL CAPITAL THROUGH A PUBLIC OR PRIVATE OFFERING OF STOCK OR OTHER INTERESTS IN THE REAL PROPERTY ENTITY IF:

(I) THE EFFECTIVE MANAGEMENT OF THE REAL PROPERTY ENTITY IS NOT SUBSTANTIALLY CHANGED; AND

(II) UNDER THE TERMS OF THE OFFERING, NONE OF THE NEW MEMBERS IS EXPECTED TO PARTICIPATE IN THE DAY-TO-DAY MANAGEMENT OF THE REAL PROPERTY ENTITY.

(G) (1) THE DEPARTMENT SHALL ADOPT REGULATIONS TO ADMINISTER THIS SECTION.

(2) THE REGULATIONS SHALL INCLUDE ANY ADDITIONAL STANDARDS AND EXEMPTIONS TO ASSURE THAT:

(I) A TAX IS IMPOSED WHEN A TRANSACTION IS STRUCTURED INVOLVING A CONTROLLING INTEREST IN A REAL PROPERTY ENTITY TO AVOID PAYMENT OF THE RECORDATION TAX;

(II) EXEMPTIONS PROVIDED BY LAW WHEN REAL PROPERTY IS TRANSFERRED BY AN INSTRUMENT OF WRITING ARE APPLICABLE; AND

(III) THERE IS NO DOUBLE TAXATION OF A SINGLE TRANSACTION.

13-103.

(A) IN THIS SECTION, "CONTROLLING INTEREST", "REAL PROPERTY", AND "REAL PROPERTY ENTITY" HAVE THE MEANINGS STATED IN § 12-116 OF THIS ARTICLE.
HOUSE BILL 1

1. (B) (1) THE TAXES UNDER THIS TITLE ARE IMPOSED ON THE TRANSFER OF A CONTROLLING INTEREST IN A REAL PROPERTY ENTITY AS IF THE REAL PROPERTY DIRECTLY OR BENEFICIALLY OWNED BY THE REAL PROPERTY ENTITY WERE CONVEYED BY AN INSTRUMENT OF WRITING THAT IS RECORDED WITH THE CLERK OF THE CIRCUIT COURT FOR A COUNTY OR FILED WITH THE DEPARTMENT UNDER § 13-202 OF THIS TITLE.

(2) THE TAXES UNDER THIS SECTION ARE IMPOSED ON THE CONSIDERATION PAYABLE FOR THE TRANSFER OF THE CONTROLLING INTEREST IN THE REAL PROPERTY ENTITY OR ON THE VALUE OF THE REAL PROPERTY DIRECTLY OR BENEFICIALLY OWNED BY THE REAL PROPERTY ENTITY, AS PROVIDED IN § 12-116(B)(2) OF THIS ARTICLE.

(3) (I) EXCEPT FOR THE COUNTY TRANSFER TAX, THE TAXES UNDER THIS SECTION SHALL BE APPLIED AT THE RATES ESTABLISHED IN THIS TITLE. (II) THE COUNTY TRANSFER TAX SHALL BE APPLIED AT THE RATE IMPOSED BY THE COUNTY WHERE THE REAL PROPERTY IS LOCATED.

(C) THE TAXES UNDER THIS TITLE ARE NOT IMPOSED ON THE TRANSFER OF A CONTROLLING INTEREST IN A REAL PROPERTY ENTITY IN ANY OF THE CIRCUMSTANCES DESCRIBED:

(1) IN § 13-207 OF THIS TITLE THAT EXEMPTS AN INSTRUMENT OF WRITING FROM THE TRANSFER TAX; OR

(2) IN § 12-116(C) OF THIS ARTICLE THAT EXEMPTS THE TRANSFER OF A CONTROLLING INTEREST IN A REAL PROPERTY ENTITY FROM THE RECORDATION TAX.

(D) IN EACH INSTANCE IN WHICH A CONTROLLING INTEREST IN A REAL PROPERTY ENTITY IS TRANSFERRED, THE PROVISIONS OF § 12-116(D) AND (E) OF THIS ARTICLE ARE APPLICABLE.

(E) THIS SECTION DOES NOT APPLY IN THE CIRCUMSTANCES DESCRIBED IN § 12-116(F) OF THIS ARTICLE.

(F) THE DEPARTMENT SHALL ADOPT REGULATIONS TO ADMINISTER THIS SECTION IN THE SAME MANNER AS IN § 12-116(G) OF THIS ARTICLE.

(a) (1) THE DEPARTMENT SHALL DEDUCT THE COST OF ADMINISTERING THE TRANSFER TAX FROM THE TAXES COLLECTED UNDER THIS TITLE AND CREDIT THOSE REVENUES TO THE FUND ESTABLISHED UNDER § 1-203.3 OF THE CORPORATIONS AND ASSOCIATIONS ARTICLE. (2) (I) AFTER DEDUCTING THE REVENUES REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION:
HOUSE BILL 1

1. FOR THE FISCAL YEAR BEGINNING ON JULY 1, 2004, $4,800,000 OF THE REVENUE FROM THE TRANSFER TAX SHALL BE DISTRIBUTED TO A SPECIAL FUND, TO BE USED ONLY TO PROVIDE ADDITIONAL FUNDING FOR PUBLIC SCHOOL CONSTRUCTION AND RENOVATION IN QUALIFIED DISTRESSED COUNTIES AS DEFINED IN ARTICLE 83A, § 5-701 OF THE CODE; AND

2. FOR EACH FISCAL YEAR BEGINNING ON OR AFTER JULY 1, 2005, BUT BEFORE JULY 1, 2008, $9,600,000 OF THE REVENUE FROM THE TRANSFER TAX SHALL BE DISTRIBUTED TO A SPECIAL FUND, TO BE USED ONLY TO PROVIDE ADDITIONAL FUNDING FOR PUBLIC SCHOOL CONSTRUCTION AND RENOVATION IN QUALIFIED DISTRESSED COUNTIES AS DEFINED IN ARTICLE 83A, § 5-701 OF THE CODE.

(II) TRANSFER TAX REVENUES DEDICATED TO PUBLIC SCHOOL CONSTRUCTION AND RENOVATION UNDER THIS PARAGRAPH ARE INTENDED TO SUPPLEMENT FUNDING FOR PUBLIC SCHOOL CONSTRUCTION AND MAY NOT SUPPLANT OTHER COUNTY OR STATE FUNDING FOR PUBLIC SCHOOL CONSTRUCTION AND RENOVATION.

(3) [The] AFTER DEDUCTING THE REVENUES REQUIRED UNDER PARAGRAPHS (1) AND (2) OF THIS SUBSECTION, THE revenue from transfer tax is payable to the Comptroller for deposit in a special fund.

SECTION 2. AND BE IT FURTHER ENACTED, That, notwithstanding any other provision of law, for each fiscal year beginning after June 30, 2004, but before July 1, 2008, with respect to State funding provided for public school construction projects in qualified distressed counties from the special fund for school construction established under § 13-209(a)(2) of the Tax - Property Article, the State shall provide:

(a) 90% of the eligible costs if the State share for the county for the fiscal year that began July 1, 2003, was equal to or more than 65%; and

(b) 65% of the eligible costs if the State share for the county for the fiscal year that began July 1, 2003, was less than 65%.

SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect January 1, 2005.
DATE: March 23, 2004
TO: BOARD OF EDUCATION
FROM: Dr. J. Hairston, Superintendent
SUBJECT: CONDUCT: TOBACCO RULE 2372
ORIGINATOR: Christine M. Johns, Deputy Superintendent of Curriculum and Instruction
RESOURCE: Jean Satterfield, Executive Director, Student Support Services
PERSON(S): Michele Prumo, Coordinator, Health Services

INFORMATION

That Conduct: Tobacco Rule 2372 is presented to the Board of Education as an information item.

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JS/ds
Attachment I – Rule 2372
RULE 2372

ADMINISTRATION: Administrative Operations

Conduct: Tobacco

I. DEFINITIONS

A. SCHOOL BUILDINGS SHALL MEAN LOCAL SCHOOL SYSTEM OR LEASED BUILDINGS. THIS INCLUDES SCHOOLS, CENTRAL OFFICES, WAREHOUSES, GARAGES, OR OTHER BUILDINGS BELONGING TO THE SCHOOL SYSTEM REGARDLESS OF WHETHER OR NOT STUDENTS ARE PRESENT.

B. SCHOOL VEHICLES SHALL MEAN ANY VEHICLE OWNED OR LEASED BY THE SCHOOL SYSTEM.

C. SCHOOL GROUNDS SHALL MEAN LOCAL SCHOOL SYSTEM OWNED OR LEASED LAND THAT SURROUNDS A SCHOOL BUILDING.

D. TOBACCO SHALL MEAN PRODUCTS DERIVED FROM THE TOBACCO PLANT THAT IS SMOKED, CHEWED, SNIFFED, OR OTHERWISE CONSUMED. THIS SHALL NOT INCLUDE NICOTINE REPLACEMENT THERAPY.

II. PROCEDURES

A. EMPLOYEES WILL BE NOTIFIED OF POLICY 2372 WHEN HIRED BY THE DEPARTMENT OF PERSONNEL AND ANNUALLY THEREAFTER BY THE OFFICE OF SAFE AND DRUG-FREE SCHOOLS.

B. SIGNS TO BE SUPPLIED BY THE OFFICE OF HEALTH SERVICES—EMPLOYEE WELLNESS PROGRAM—REMINDING ALL STAFF, VISITORS, AND STUDENTS OF THE TOBACCO-FREE ENVIRONMENT, WILL BE POSTED ON ALL SCHOOL SYSTEM BUILDINGS OWNED OR LEASED BY BALTIMORE COUNTY PUBLIC SCHOOLS.

C. NON-BOARD OF EDUCATION GROUPS WHO REQUEST THE USE OF A SCHOOL SYSTEM OWNED OR LEASED BUILDING WILL BE INFORMED OF POLICY 2372 THROUGH THE RULES AND
PROCEDURES ON THE “APPLICATION FOR USE OF SCHOOL FACILITIES.”

D. SMOKING CESSATION INFORMATION MAY BE OBTAINED THROUGH THE OFFICE OF HEALTH SERVICES—EMPLOYEE WELLNESS PROGRAM.

III. NONCOMPLIANCE

A. AN EMPLOYEE OF THE BOARD OF EDUCATION FOUND TO BE IN NONCOMPLIANCE WITH POLICY 2372:

1. FIRST VIOLATION—BE GIVEN A VERBAL WARNING AND REVIEW OF POLICY BY THE SUPERVISOR.
2. SECOND VIOLATION—MEET WITH THE SUPERVISOR WHO WILL REVIEW THE TOBACCO-FREE ENVIRONMENT POLICY AND WHO MAY RECOMMEND FURTHER REMEDIAL ACTION BY REFERRING THE EMPLOYEE TO THE EMPLOYEE ASSISTANCE PROGRAM FOR COUNSELING AND FOR REFERRAL TO TOBACCO USE CESSATION PROGRAMS.
3. THIRD VIOLATION—WILL RESULT IN FURTHER DISCIPLINARY ACTION.

B. A NON-EMPLOYEE OF THE BOARD OF EDUCATION FOUND TO BE IN NONCOMPLIANCE WITH POLICY 2372 SHALL BE SUBJECT TO THE FOLLOWING:

1. FIRST VIOLATION—GIVEN A VERBAL WARNING AND REVIEW OF POLICY.
2. CONTINUED OR SECOND VIOLATION—ASKED TO LEAVE PREMISES.
3. CONTINUED OR THIRD VIOLATION—ISSUED A NO TRESPASS LETTER

C. GROUPS THAT LEASE SCHOOL BUILDINGS OR OFFICES WILL BE INFORMED THAT THEIR CONTRACT WILL BE AT RISK OF NONRENEWAL IF THEIR USERS DO NOT COMPLY WITH BOARD POLICY.

RULE

APPROVED: Superintendent of Schools

3
Northwest Advisory Council Report  
February 25, 2004  

Good evening, President Sasiadek, members of the Board and Dr. Hairston,  

The Northwest Advisory Council met on Tuesday, February 17, 2004 at Wellwood International Elementary School. The topic centered on group homes and the impact in our area. Delegates, Adrienne Jones, Bobby Zirkin and Senator Delores Kelley came from Annapolis to discuss legislation that they are working on to help alleviate the problem. Joining us also were Jean Satterfield who talked about the secondary transition center and Dr. Ella White Campbell a Community Activist who is very knowledgeable about the group home issue.  

Delegate Zirkin spoke to the issues of the entire child welfare system as well as group homes. He has several bills pending to help change the entire program. The state run facilities would be replaced with forty bed or fewer facilities. The large institutions would be eliminated. The money for each child would go to the school in the area that child is attending. The children would be placed as close to their families as treatment calls for it. Qualifications of the childcare workers would be raised and a legal standard for placement of children would be instituted. The group home providers would be held accountable with outcomes and evaluations. They would be expected to participate in the child’s schooling and act as a surrogate parent by attending parent conferences, making sure homework is completed, etc.  

Senator Kelley crossed filed a bill with Delegate Jones to put in a system of evaluation, tracking and accountability to measure how effective the programs are. The problems now with the group homes are many. Group homes and foster homes come under different agencies. Group homes are expected to meet the needs of the children but no follow-up is available. The placement of children has become an issue because violent offenders can and often are placed with children who have other issues. Again the funding is being asked to move to the school with the child.  

Delegate Jones addressed the issue of community activism with regard to group homes. She encouraged the audience to email, call and write legislators about the issues. The legislators need to hear from the public so they know what their constituents want.  

Ms Satterfield spoke about the secondary transition center being planned for next year. The center will help those students fourteen years and older to transition into the school system. The initial screening and tracking down student records would take place while the child is getting services and the Baltimore County Curriculum at the center. Since many of these students exhibit significant challenges, their many issues would be addressed at the center.  

Our last speaker was Dr. Campbell. She stressed the impact these group homes are having on the community and the schools. She implored the community to fight for the extra resources needed especially in the northwest and southwest areas of the county.
It was evident from the questions the audience posed during the discussion that the group homes issue is a large concern in our community. People want to know what they can do to help improve the problems posed by the multitude of homes in our area and how to keep the problem from getting worse. Training and certification programs are imperative. Accountability of the group homeowners and caregivers is essential. We hope the transition high school center will help the students, but we also understand that with more and more of these homes being added to the community that it will take legislation to address the overriding issues.

Northwest Advisory Council
Abby Beytin, Chair